



Melbourne High School 2019 Annual Report





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School Overview

Melbourne High School traces its history back to 1854 and the establishment of the National Model School. In 1905, the School became the Continuation School, the first State secondary school in Victoria. It is a state-wide provider of broad, academic education for boys in Years 9 to 12. The School had 1364 students in 2019, with approximately 340 students in each year level. Admission to the School is by examination with a small discretionary factor. A supplementary intake occurs at Years 10 & 11. Students are drawn from a wide cultural and socio-economic background and from across the greater metropolitan and inner country areas. A diverse cultural mix remains a cornerstone of the School's character and success.

The School is located in Forrest Hill, South Yarra near the corner of Chapel Street and Alexandra Avenue. It is within the City of Stonnington, and the South-East Victoria Region of the Department of Education and Training.

Melbourne High School provides a broad, stimulating, diverse and challenging educational experience of the highest quality to enhance the vast and varied talents of its selective-entry students, preparing them for academic, vocational, professional and civic leadership, while also encouraging individual development and happiness.

The MHS Statement of Purpose

Our educational philosophy is based on the concept of a well-rounded liberal education that will prepare our students for all aspects of their future life. Our School motto; 'Honour the Work' expresses a determination to apply ourselves to the pursuit of demanding and socially responsible goals.

Our students are required to combine their academic studies with an equal emphasis upon co-curricular pursuits. Students are expected to develop a strong sense of personal integrity and a commitment to active citizenship.

The School will nurture in our students the capabilities required to lead successful and socially responsible lives in the twenty -first century. These capabilities are based upon the *National Declaration on Educational Goals for Young Australians*. Fostering these capabilities is the collective responsibility of the student, their family, the school and the community.

Successful learners:

- Study a curriculum that embraces all learning areas and balances breadth and depth of focus
- Have the ability to think critically and deeply within and across learning areas
- Are creative and innovative in their thinking and application of learning
- Take responsibility for their learning and are motivated to reach their full potential
- Are able to work independently and collaborate in teams and effectively communicate ideas
- Are lifelong learners with the agility to adapt to changing circumstances

Confident and creative individuals:

- Able to manage their emotional, mental, spiritual and physical wellbeing
- Have the ability to establish and maintain healthy and satisfying lives
- Are enterprising, show initiative and use their creative abilities
- Develop personal capabilities such as honesty, resilience, empathy and respect for others
- Relate well to others and form and maintain healthy relationships
- Are well-prepared for life roles in their family, community and the workforce
- Are optimistic, make rational decisions and accept responsibility for their actions

Active and informed citizens:

- Are responsible and active global and local citizens
- Appreciate and respect individual, cultural, social and religious diversity
- Able to relate to and communicate across diverse cultures
- Demonstrate a commitment to the values of democracy, equity and justice
- Develop a personal ethical understanding and act with integrity
- Are able to exercise civic leadership for the common good

Principal's Report: Mr Jeremy Ludowyke

The year has seen the consolidation of some important initiatives and the exciting progress of others.

MHS has now completed a four-year ambitious overhaul of its Years 9-10 curriculum. A new Assessment and Reporting regime matched to the new directions of this curriculum was implemented this year. This has included a shift to the use of rubrics and the continuous assessment and feedback via our new Learning Management system.

These new arrangements were reviewed at the end of the year and this will result in some adjustments next year. Improving the professional practice of our teachers has been another focus with the introduction of peer coaching.

In November, the Department of Education approved the Centre of Higher Education Studies and this exciting project now moves into full planning and construction next year. The Centre will alter the scope of the school, as we begin to offer a hybrid of senior secondary and tertiary courses.

The fundraising 'Day of Action' initiated by the MHS Foundation in late 2018 has enabled the School to keep pace with its ambitious target of renewing each of its classrooms prior to the centenary of the Forrest Hill campus in 2027.

Changes to Department funding and parent charges guidelines has meant that the School has had to review many elements of its management and practices. Efficiencies in our use of resources and changes to our collection of charges has ensured that our finances will remain stable despite these changes.

Next year, the School community will review its student management structures. This has been initiated by the students themselves and this growth of an effective student voice in school decision-making has been a pleasing development in itself. The decision of the School Council to increase its student membership to four reflects this growing commitment and confidence in student leadership.

I would like to thank the whole school community for their engagement and support this year and in particular I wish to acknowledge and praise the staff of the School for their dedication and commitment to our students.

School Council President's Report: Ms Angeline Yeoh

The School has focussed on the development of the MHS 2019-2022 Strategic Plan based on the outcome of the external review conducted by the Department of Education at the end of 2018. The School has also rolled out the Annual Implementation Plan 2019 which is currently progressing on track. Key goals include strengthening the wellbeing of all students, developing our students as 21st-century learners and strengthening student engagement. Various reviews and initiatives were identified and considered as actions planned and undertaken for meeting these goals. The keen interest demonstrated by students, parents and teachers in response to these actions is highly encouraging and commendable.

The School continued to refine its assessment and reporting practices given feedback received from students, parents and teachers. A risk governance working group was established to oversight the policies and areas of risk impacting the School, students and the school community. Furthermore, to ensure that the School Council continues to function as an effective governance body, Councillors, this year, undertook a self-assessment survey designed by the Department of Education. A number of actions were discussed and planned after careful review of the survey outcome and the areas requiring uplifting.

The School continues to make progress on other facilities projects, including the proposed Centre for Higher Education Studies and the River Centre at Como Park following the State Government's announcement of its commitment of \$27 million towards the construction of the new Centre last year. Despite the overwhelming response received and the funds raised on Giving Day in November 2019, the funding of the River centre project and the completion of our Century Classrooms remain a challenge for the school community.

The members of Council in 2019 are Ms Angeline Yeoh, (President), Mr Mark Bainbridge (Vice President), Mr Jeremy Ludowyke (Executive Officer) and Ms Dianne Brown (Treasurer). Joe Christie (School Captain) and Yash Patwardhan (SRC representative) with Aaran Paalendra and Shayan Soroush as student members. Mr David Craven, Mr Viet Le, Mr Ranjit Gajendra, Ms Catherine Sim and Mr Rohan Clarke as parent representatives and Mr Marcus Sharp, Ms Pelissa Tsilimidos, Mr Paul Drew and Dr Rami Stiglec as staff representatives. Mr Peter Stathopoulos, Mr Tom Wodak and minutes secretary, Ms Louise Hall attended as invitational observers. My heartfelt thanks to each and every one for your dedication and valuable contribution.

On behalf of Council and the school community, I would also like to express my sincere appreciation for the contributions made by retiring members of Council, Past President, Mr Phil Harbutt, Dr Payan Ghadirian (Vice President), John Poliniak (School Captain) and Ryan Chowdhury, (SRC President) as student members, as well as Ms Georgie Bankier as a parent representative and Ms Annette Travers as a staff representative.

Curriculum at MHS: Mr Marcus Sharp, Assistant Principal

The Melbourne High School curriculum is based on the expectation that students will have the ability and desire to meet the challenges of a broad education in a stimulating, supportive and competitive environment that caters for students intending to progress to tertiary education. The School is committed to developing intellectual, artistic, ethical and sporting excellence so that every student can reach his full potential and is provided with inspirational and challenging teaching that is considerate of the individual.

Subject disciplines prescribed in the Victorian Curriculum are English, Mathematics, Science, Personal Development, Health & Physical Education, Languages, Humanities, the Arts, and Technologies (including ICT). Economics & Business, History and Geography remain as core subjects, while Civics & Citizenship is a stand-alone course. The four Victorian Curriculum capabilities are now taught through a number of elective subjects at Year 10: Critical & Creative Thinking (Philosophy and Systems Engineering); Ethical (Big Data and Ethics & the Law); Intercultural (Sociology and World Literature); and Personal and Social (Algorithms & You and Psychology).

Melbourne High School gives students at Years 9 and 10 the opportunity to select semester-length electives. Year 9 students choose two electives for the year from a possible ten, while at Year 10 students choose from Arts and Technology subjects, as well as from the Victorian Curriculum Capabilities block. The Years 9 and 10 elective program is designed to enhance and broaden students' knowledge and skills before specialisation occurs at Years 11 and 12. Core subjects in Years 9 and 10 continue to provide a solid foundation for students to pursue any VCE units in Year 11. Students are encouraged to select electives not associated with career intentions; rather, choices are encouraged to be made based on enrichment and breadth.

Other than the regular updating of VCE study designs, curriculum arrangements at Years 11 and 12 remain unchanged. VET (Vocational Education and Training) continues to be a viable choice for a number of students. Further details about the 2019 VET program appear under 'VCE Results' further in this report. This opportunity for breadth of choice in VCE studies, together with our strong VCE programs in English, Languages, Music, the Humanities, the Arts, Commerce, Mathematics, Physical Education, Information Technology and Science, are important in giving our students every opportunity to develop their talents and achieve life and career goals.

The School continues to review the subjects it offers each year and examine ways to further engage the students with new subject offerings, revised units or further development of its transition programs.

In its seventh iteration, 2019 saw all staff from the four select-entry schools meet for tailored professional development at each school, depending on their role. Teachers from the humanities field, as well as education support staff undertook a program hosted by The Mac.Robertson Girls' High School. Maths and languages teachers were hosted by Melbourne High. Teachers of English, health, physical education, as well as wellbeing support and library staff attended sessions at Nossal High, while teachers of science, arts and design were hosted by Suzanne Cory High. Each faculty and education support group devised their own professional development program and it was generally agreed to have been an instructive event.

2019 saw the adoption of rubrics being the dominant mode of feedback to students of Years 9 and 10, as well as their parents, replacing summative reports in Terms 1, 2 and 3. Two curriculum days, June 12 and October 30, allowed time for staff to meet and to further develop resources in this area.

Curriculum Committee

Several significant groups and individuals continue to help drive the School's curriculum initiatives and their implementation. The Curriculum Committee discusses and makes recommendations on such matters as VCE changes, the Victorian Curriculum, courses and electives at Years 9 & 10, new subject offerings, curriculum days, assessment and reporting and ensuring the MHS curriculum strategic directions are implemented. The aims of the Curriculum Committee are as follows:

- To act as an advisory group to the Principal on curriculum matters
- To oversee booklisted and online teaching & learning resources
- To liaise with teachers and departments on curriculum changes and ideas
- To review electives
- To recommend ways in which the quality of teaching can be improved
- To provide input into professional development
- To act as a forum for the discussion of curriculum issues
- To review the transition program
- To advise the curriculum development co-ordinator, the professional development co-ordinator, the Learning Technologies co-ordinator and the Head of Library of curriculum needs
- To make recommendations when there are changes to the DET (currently Victorian Curriculum at 9 & 10) and VCAA (currently VCE) curriculum guidelines

So that the Curriculum Committee is not a forum for each discipline to promote its own agenda at the expense and to the detriment of others, it is expected that members of the Curriculum Committee have a comprehensive overview of the curriculum directions of MHS, be familiar with the Victorian Curriculum, the VCE and changes to these, and have a commitment to work towards the development of the whole-school curriculum.

Curriculum Committee members for 2019

- Principal	Jeremy Ludowyke
- AP Curriculum	Marcus Sharp
- AP Innovations & Partnerships	Pelissa Tsilimidis
- LT Curriculum Development	Dr Rami Stiglec
- LT Professional Learning	Ken Ong
- LT Learning Technologies	Paul Drew
- LT Careers	Annette Travers

Heads of Department:

- English	George Marotous (represents English, Literature, Eng.Lan & Lit.)
- Commerce	Joe Marotta (rep. Eco, Legal, Bus. Manag., Acc. & Civics)
- Biology	Sonya Mulholland
- Chemistry	Peter Cogo
- Geography	Ray Pask
- Health/PE	David Veale (rep. PE and Health and Personal Dev.)
- History	Anna Berlin (represents History and Politics)
- Library	Pam Saunders
- Languages	Jatni Rachmat (represents the four languages)
- Maths	Dr Edward Shin and Fran Petrie (Year 9 & 10, Methods, Spec. & Further Maths)
- Physics	Steve Draper
- Philosophy	Ross Barham
- Psychology	Sam Crocket
- Science	Mark Goodey (represents junior Science)
- Visual and Performing Arts	Lachlan Stewart (rep. Art, Visual Comm., Photography, Theatre Studies and multiple Arts electives at Years 9 & 10)

Subject Co-ordinators

The bulk of the work in relation to the curriculum is done by the subject co-ordinators, who lead the development, resourcing and establishment of the development of subject courses, assessment processes, and recognition of achievement in faculty courses and programs. The subject co-ordinators in 2019 were as follows:

Art	Lachlan Stewart and Chris Moore
Accounting	Josie Belvedere
Biology	Sonya Mulholland
Business Management	Joe Marotta
Chemistry	Peter Cogo
Commerce and Legal Studies	Joe Marotta and Ian Dowling
Drama	Kelli Simpson
Economics	Mark Kaderle
English	George Marotous
Geography	Ray Pask
History and Politics	Anna Berlin

Information Technology	Paul Drew
Library	Pam Saunders
Science	Robert Sette and Mark Goodey
Languages	Jatni Rachmat
French	Michel Lorient
Japanese	Miho Okutsu
Indonesian	Jatni Rachmat
German	Francesca Neal
Health and Human Development	James Guthrie
Mathematics	Dr Edward Shin and Fran Petrie
Media	Nigel Mallet
Music	Gareth de Korte
Physical Education	David Veale
Philosophy	Dr Ross Barham
Physics	Steven Draper
Psychology	Sam Crocket
Visual Communication and Design	Chris Moore

The overall role for subject co-ordinator is to lead the development, resourcing, establishment of assessment processes, and recognition of achievement in faculty courses and programs. They continue to work with passion for their subjects and are constantly striving to develop and enrich their courses. Melbourne High School is grateful for the valuable contributions that the members of the Curriculum Committee and the subject co-ordinator have made to the maintenance, development and continuous review and evolution of the central focus in the life of the students – the curriculum.

Learning Technologies at MHS: Mr Paul Drew, Director of Learning Tech.

The Learning Technologies Committee, including two student representatives, met throughout the year to plan and establish the eLearning priorities for 2019. Supported by Learning Technology mentors, the main priorities for 2019 included assisting staff in further implementation of Canvas and OneNote to foster the development of online teaching materials.

The BYODD program continued to rollout in 2019 with the year 9 cohort receiving the HP Elitebook. The entire school was equipped with the BYODD device. Plans to decommission computers in classrooms were extended to include T9/T10 at the end of 2019.

An I.T. Induction Program was developed for all new BYODD students to commence in 2019. The aim of the program was to provide new students with the necessary skills they would need to successfully and efficiently use the BYODD device at MHS. The induction course targeted topics including safe use of the device, Office 365, OneDrive, OneNote, Canvas and use of the stylus.

Electronic textbooks were investigated, and trials conducted with all the major providers. Learning Field were selected as the preferred provider to be implemented in 2019. Faculties participating include Maths, History, German, Studio arts and Visual Communication and Design.

The Assessment and Reporting review of 2018 focussed on the development of rubrics to allow continuous reporting at year 9 and year 10. Staff used Compass to enter the rubrics and provide continuous reporting to parents and students.

Year 9 NAPLAN:

Mr George Marotous, English Co-ordinator

Ms Fran Petrie & Dr Edward Shin, Mathematics Joint Co-ordinators

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses students at in Years 3, 5 7 and 9. The assessments are conducted in May, and the results released to the school in August. The results of these assessments provide a measurement of student's capability at a particular date, and therefore reflect the cumulative educational experiences of students.

As Melbourne High School is a selective school, few students who enter the school at Year 9 are achieving at lower band levels, and in fact achieve well above the state mean, particularly in Numeracy. The extensive and rigorous curriculum is designed to support high-achieving students.

NAPLAN is primarily designed to measure the health of educational systems (of states and territories), and also that of schools, rather than the learning of individual students. Students' learning is assessed more frequently, in greater detail, and in a more targeted way, through school-designed assessment tasks.

The NAPLAN data provide an indication of individual students' performance in specific domains, as well as students' progress between assessments. Melbourne High School student performance is consistently well above the state and national averages, and therefore benchmarking against the state average is of limited utility.

The National Assessment Program Scale describes the development of student achievement from Year 3 through to Year 9. It has scores that range from 0 to 1000 (called scaled scores), and these are grouped into ten bands (National Assessment Program Band 1 to Band 10). The bands are set by the Australian Curriculum and Assessment Authority (ACARA) to indicate proficiency against an assessment scale.

ACARA states that NAPLAN results use a scale that has an average score across all students of 500. The spread of scores has been set so that just over two thirds of students' scores lie between 400 and 600.

The table below reports the 2019 NAPLAN results of Melbourne High School Year 9 students. The National Mean is not available until August 2019. The acronym NMS stands for National Minimum Standard.

The data refers to the total number of Year 9 students who, according to their NAPLAN results, are considered as performing “at the expected standard” (Band 6) or “above the expected standard” (Bands 7–10). Our results clearly demonstrate that when the test was undertaken in early May of 2019, the majority of MHS Year 9 students performed at “well above” the national standard, showing a high level of ability in demonstrating literacy and numeracy skills of a complex nature.

Table 1

Domain	Total Students	Below NMS	At NMS	Above NMS				Above NMS	School Mean	State Mean	National Mean
		Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	Total %			
Reading	307 (1 abs)	0	0	2	47	150	108	100	672	591	NA
Writing	306 (1 abs)	0	3	15	82	110	96	100	658	558	NA
Spelling	306 (1 abs)	0	0	1	23	121	161	100	690	585	NA
G&P	306 (2 abs)	0	0	5	42	119	140	100	686	577	NA
Numeracy	306 (1 abs)	0	0	0	0	29	277	100	739	599	NA

These results indicate that approximately 95% of Melbourne High students are achieving results in bands 8 to 10, indicating very high achievement compared to State and National levels.

The assessments are conducted in May, with results being made available to the School in late October. The five-month time lapse means that teachers cannot rely on NAPLAN assessment data to plan teaching and learning for a particular cohort of students. Instead, teachers plan according to their students’ needs and progress.

The results of these assessments provide a measurement of students’ capabilities at a particular date and reflect the cumulative education of students. NAPLAN data cannot be used to measure how much literacy and numeracy students have learned in Year 9 by mid-May or how proficient they are. The MHS English curriculum at Year 9 has a strong emphasis on literacy development with specific strategies and a strong writing program for improving, consolidating and reinforcing literacy and writing skills. Similarly, the Mathematics Department does not use NAPLAN results to identify students’ needs for additional support or additional challenge in mathematics. This is done, instead, through teachers’ assessments. Students whose performance fall below the typical range at Melbourne High School, or whose progress seems less than what might be expected from past performance, are offered additional support.

NAPLAN is not designed to measure and discriminate accurately in the uppermost ranges of skill in literacy and numeracy. Numeracy is also not the same as mathematics, just as literacy is not the same as English; the two diverge as one progresses from primary to secondary and then

tertiary level. Indeed, both the English and Mathematics Departments build upon, extend, and branch out from the type of skill assessment tested through NAPLAN.

Melbourne High School students' performance in each domain is consistent with clear variation in performance from year to year with a relatively stable number of student achievement in Bands 9 and 10. Students continue to excel in numeracy and perform exceptionally well in the areas of reading, spelling, grammar and punctuation; this is not surprising given the nature of the tests which rely on memory recall and 'rote learning'. Writing, however, while stable, is consistently low in comparison, a common trend identified by the English Faculties from the other three Selective Entry Schools.

Since writing is a skill that develops over many years rather than over a short Term, any change is likely to reflect previous learning of the cohort entering Melbourne High School, along with natural variation in cohorts. The NAPLAN results nevertheless suggest a trend in writing capability of incoming students that MHS teachers have continued to consider in their curriculum planning. English teachers have been proactive in reviewing the English curriculum to ensure a balance between each of the domains, with an emphasis on teaching writing in a variety of modes, with a focus on creative, expository and persuasive writing.

The School mean outcomes for Writing has been steadily declining since 2012; this is also reflected in the yearly Entrance Exam where the majority of students have continued to score between 60% and 70% (compared to over 90% for reading comprehension and verbal reasoning) and 90% for numeracy.

It would seem from the data that there is little difference, on average, between those students who have a language background other than English and the cohort as a whole. While language background is likely to have at least some impact on individuals, the spread of results taken together with the alignment of results across a three- or five-year period, suggest that individual differences between students are more important than any differences between the students of different language backgrounds.

The differences shown above might be explained by the differing number of students enrolled at Year 9 each year, if the entrance exam result required was lower than other years, it is reflected in a lower NAPLAN result. Other sources of differences are likely to include natural variation between cohorts, the effect of an increasing number of Victorian selective schools, or changes within the school.

Nevertheless, over 80% of students are from a language background other than English (LBOTE). Students entering Year 9 come from diverse educational backgrounds where the development of literacy skills in reading and writing will, undoubtedly, vary between students, but are very consistently stable in numeracy.

For all NAPLAN domains, the Victorian mean is above the National mean, and the School mean is well above the State and National mean. The majority of students achieve at Bands 9 and 10, with very few students achieving below band 7. The high level of student achievement in NAPLAN supports the approach taken by Melbourne High School to offer a broad and challenging curriculum.

All differences across the domains shows how variations in cohorts can affect apparent results. Results likely reflect previous learning of the cohort entering Melbourne High School, along with natural variation in cohorts. The NAPLAN results nevertheless suggest a trend across all domains of incoming students that MHS teachers continue to consider in their planning.

VCE Results: Dr Rami Stiglec, Director of Curriculum

Explaining VCE Data

Australian Tertiary Entrance Rank (ATAR)

Each student completing the VCE is awarded an Australian Tertiary Entrance Rank (ATAR) score. Students are ranked according to how well they achieved compared to all the other VCE students of that year. The maximum ATAR score is 99.95, indicating that the student achieved as well as, or better than, 99.95% of all the students completing the VCE that year. ATAR scores increment by 0.05, with approximately 30 to 35 students being awarded each score. This means that only 30 to 35 students are able to achieve the maximum ATAR, out of the tens of thousands of students that complete the VCE, each year.

ATAR scores are calculated according the following formula:

	Tally the scaled study scores of:	Max possible score:
"Top four" subjects	The best English group [^] subject	50
	The best other subject	50*
	The second best other subject	50*
	The third best other subject	50*
	Plus	
Optional subjects	10% of the score of the 5 th other subject	5
	10% of the score of the 6 th other subject	5
	Aggregate score	210

[^] English, English Language, English as an Addition Language (EAL) or Literature

* Some subjects' study scores can scale above 50

The aggregate scores of all VCE students in the state are ranked from lowest to highest, with the top students being awarded an ATAR of 99.95. The aggregate score required to obtain an ATAR of 99.95 is therefore variable each year, depending on the students' results.

Provided is a link to the VTAC 'aggregate to ATAR' table, which outlines how ATARs correspond to aggregate scores: <http://www.vtac.edu.au/pdf/aggregate-ATAR.pdf>

Raw Study Scores

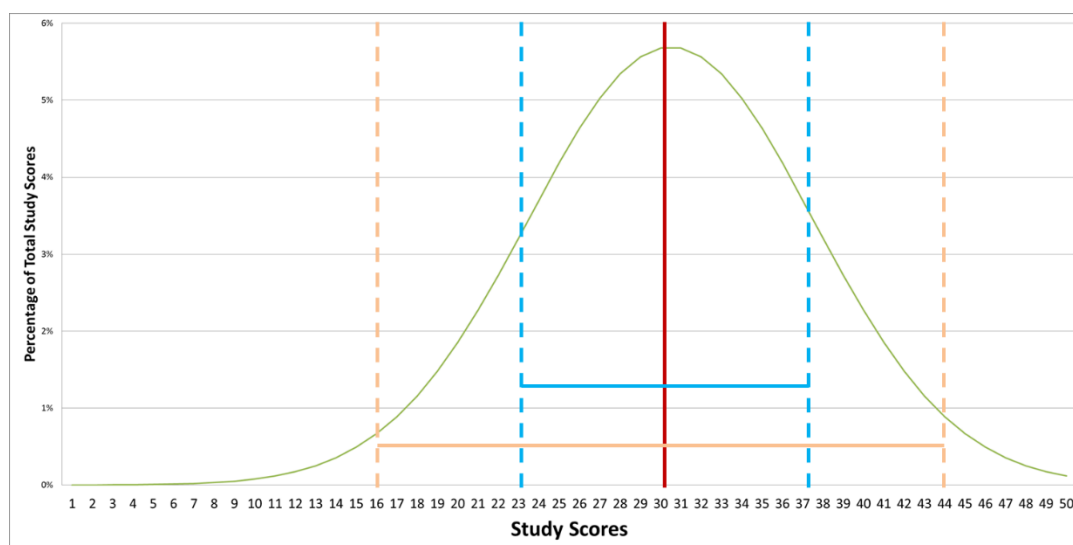
Students are awarded three assessment grades (A+ to E) for each unit 3 and 4 subject:

- one for the external exam
- one for the combined results of the unit 3 SACs
- one for the combined results of the unit 4 SACs.

The results of these three assessment grades are used to determine a student's raw study score. The state-wide average grade is C+.

Raw study scores rank all the students that have completed that subject in that year; they are not grades or percentages. Instead, raw study scores are distributed along a normal distribution curve with the average (mean and median) score being 30 and the top score being 50. Only students ranked in the top 0.3% for that subject are awarded a study score of 50.

Normal Distribution of Raw Study Scores with a Mean and Median of 30 (red line) and a Standard Deviation of 7



Blue

lines indicate the first standard deviation from the mean

- 68% of students will be awarded raw study scores of between 23-37 for each subject
- 95% of students will be awarded raw study scores of between 16-44 for each subject

How Raw Study Scores Relate to a Student's Rank within the Subject

Raw study score	Student rank
30	50 th percentile (top 50%)
37	84 th percentile (top 16%)
40	91 st percentile (top 8.8%)
44	98 th percentile (top 2%)
50	99.7 th percentile (top 0.3%)

Scaling of Study Scores

The study scores for each subject is scaled, not on how hard or easy the subject is, but on how well the students studying that subject went on their other subjects. If all the students in the state studying subject 'A' went well in their other subjects, then subject 'A' gets scaled up; if they went poorly in their other subjects, then subject 'A' gets scaled down. Because of this, each subject may be scaled differently every year.

Provided is a link to the VTAC scaling report, which outlines how each subject was scaled in 2019: http://www.vtac.edu.au/files/pdf/reports/scaling_report_19.pdf

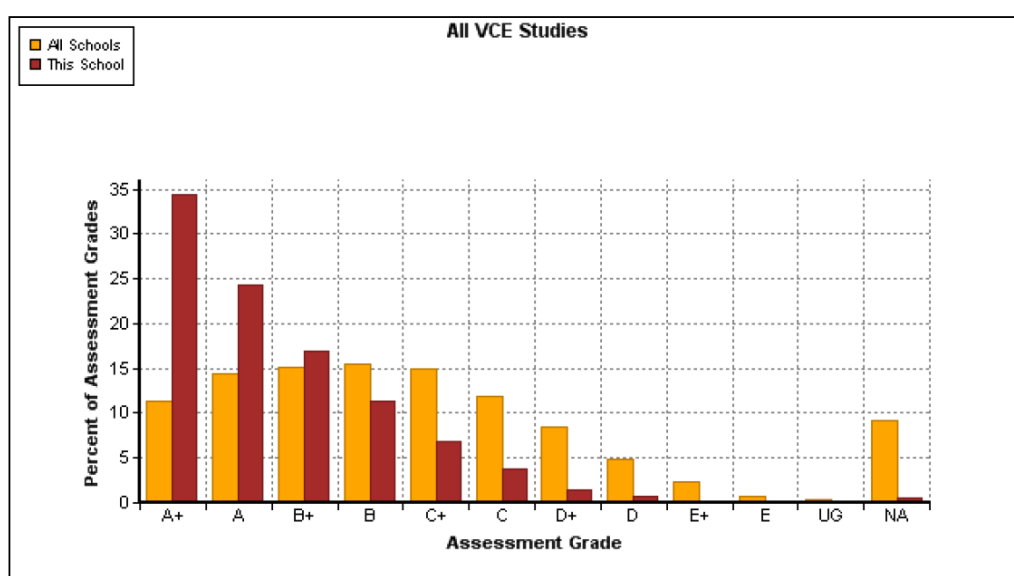
Analysis of Melbourne High School’s VCE Data for 2019

Assessment Grades

In 2019, 58.7% of all assessment grades awarded to Melbourne High School students for their exams and SACs were A or A+; which is 2.3 times that awarded to the state as a whole (25.8%). Further, 87% of all grades awarded to MHS students in 2019 were B and above; which is more than 1.5 times that awarded to the state as a whole (56.5%).

These results are consistent year-to-year, reflecting the effort that Melbourne High School students put into their SACs and exams.

Percentage Allocation of Assessment Grades for all VCE Subjects



Maroon = MHS; Yellow = All Schools

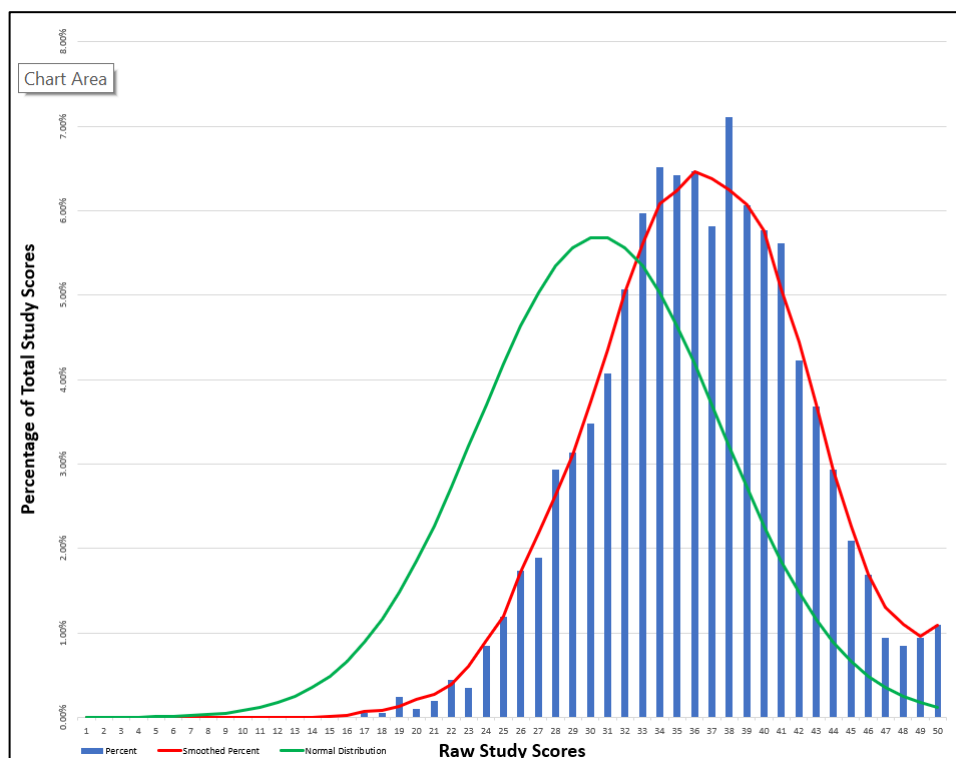
	A+	A	B+	B	C+	C	D+	D	E+	E	UG	NA
All Schools	11.4	14.4	15.2	15.5	15.0	11.8	8.4	4.8	2.3	0.8	0.4	9.2
Melbourne High	34.4	24.3	16.9	11.4	6.8	3.8	1.5	0.7	0.1	0.1	0.1	0.5

UG = ungraded; awarded to submitted SACs or exams that failed to earn a letter grade
NA = not assessed; awarded to SACs or exams that were not submitted for assessment

Raw Study Scores

The VCE results from 2019 show that the students from Melbourne High School performed significantly better than the state, with much less variation of raw study scores within the cohort. The mean study score for Melbourne High School students is approximately one standard deviation greater than the State-wide mean. This data is consistent year-to-year.

Comparison of Raw Study Score Distributions between the State (green) and Melbourne High School (red) in 2019



	mean [^]	median [#]	standard deviation [*]
State results 2019	30	30	7
MHS results 2019	36.24	36	5.863

[^] The mean study score is the average score achieved

[#] The median study score is that in which 50% of study scores are higher than this score, and 50% are lower

^{*} The standard deviation is a measure of variation; the lower the figure, the lower the variation bet

Five-year comparison of median raw study scores for all VCE subjects studied at MHS

VCE Study	Median Raw Study Scores				
	2015	2016	2017	2018	2019
Accounting	37.0	38.5	38.0	38.0	38
Algorithmics (HESS)	#	34.0	34.0	34.0	32
Biology	39.0	36.0	39.0	39.0	37
Business Management	41.0	38.0	37.0	38.0	37
Chemistry	35.0	35.0	35.0	36.0	35
Computing: Software Development	#	39.5	37.0	40.0	39
Economics	39.5	40.0	37.0	38.5	36
English	38.0	38.0	37.0	38.0	37
English (EAL)	N/A	N/A	N/A	N/A	N/A
English Language	35.0	38.0	35.0	37.0	34.5
English Literature	35.0	35.0	34.5	36.5	37.5
Extended Investigation	N/A	33.0	37.0	35.0	34
Geography	38.0	39.5	34.5	36.0	41
Global Politics	30.0	36.0	32.0	40.0	33

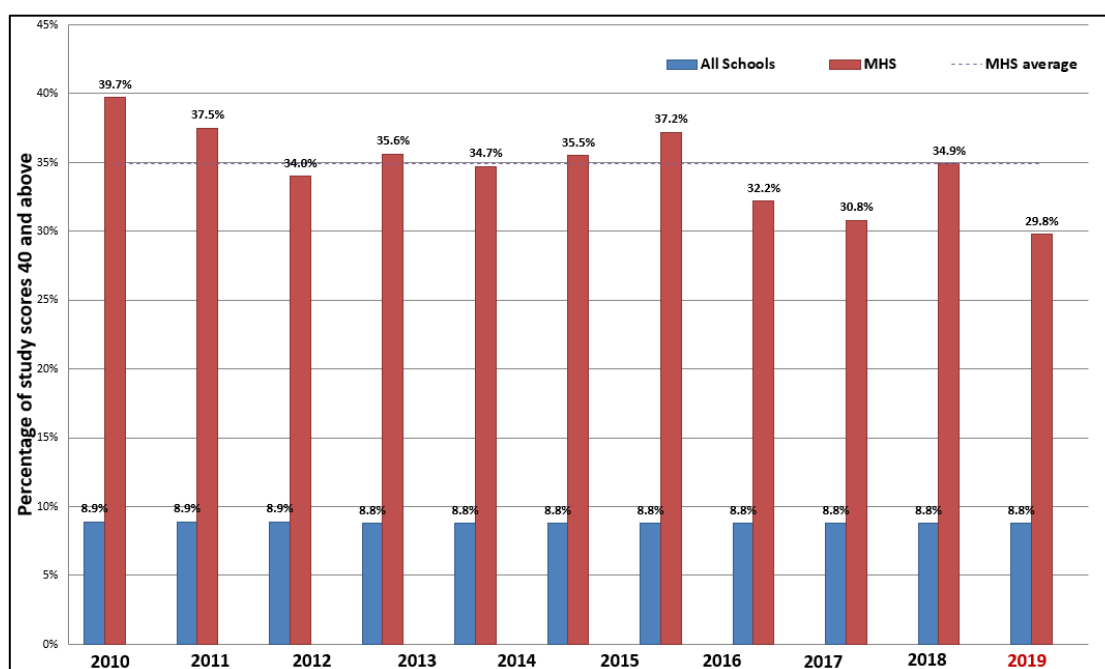
Health and Human Development	40.5	36.0	34.0	35.5	30
History: Revolutions	36.0	36.0	37.0	36.0	36
Language: French	33.0	33.0	31.0	32.0	35
Language: German	N/A	28.0	N/A	29.0	31.5
Language: Indonesian 2 nd Language	37.0	36.0	33.0	39.5	33.5
Language: Japanese 2 nd Language	37.0	35.5	37.0	35.0	38
Legal Studies	38.0	34.0	38.5	35.0	36
Maths: Further Mathematics	41.0	39.0	41.0	41.0	40
Maths: Mathematical Methods (CAS)	37.0	37.0	37.0	37.0	36
Maths: Specialist Mathematics	37.0	36.0	35.0	35.0	35
Media	36.0	35.0	38.0	N/A	36
Music Investigation	N/A	N/A	-	N/A	32
Music Performance	39.0	N/A	37.0	33.5	40.5
Philosophy	35.0	N/A	-	36.5	N/A
Physical Education	36.0	36.5	37.0	37.0	34
Physics	36.0	35.0	35.0	36.0	35
Psychology	39.0	41.0	38.0	41.0	39
Sociology	#	#	36.5	34.0	37
Studio Arts	N/A	N/A	N/A	N/A	N/A
Theatre Studies	31.5	N/A	29.5	N/A	N/A
Visual Communication and Design	38.0	N/A	N/A	N/A	36.5
Whole-School Median	37.0	37.0	37.0	37.0	36

N/A = class too small to calculate an accurate median (less than ten students)

- = subject offered at MHS, but not run

= subject not offered at MHS

Raw Study Score of 40 and Above for All* VCE Subjects over a Ten-Year Period (expressed as a percentage of all raw study scores)



* Data does not include subjects studied externally by students (e.g. Chinese 2nd Language)

School VCE rankings are based on median raw study score and percentage of raw study scores over 40. Based on this metric, Melbourne High School was ranked as achieving the 11th highest VCE school results in 2019. The raw scores of MHS students dropped slightly below our typical average and consequently, MHS did not place in the top 10 VCE schools in the state for the first time in over a decade.

It is important to note that in the ATAR calculations, numerous studies undertaken by Melbourne High School students are “scaled up”, so many of the students are achieving scaled scores well above 40 which are not reflected in these statistics.

For example, students scoring a raw study score of 35 in the Language subjects offered at Melbourne High School would experience the following scaling in 2019:

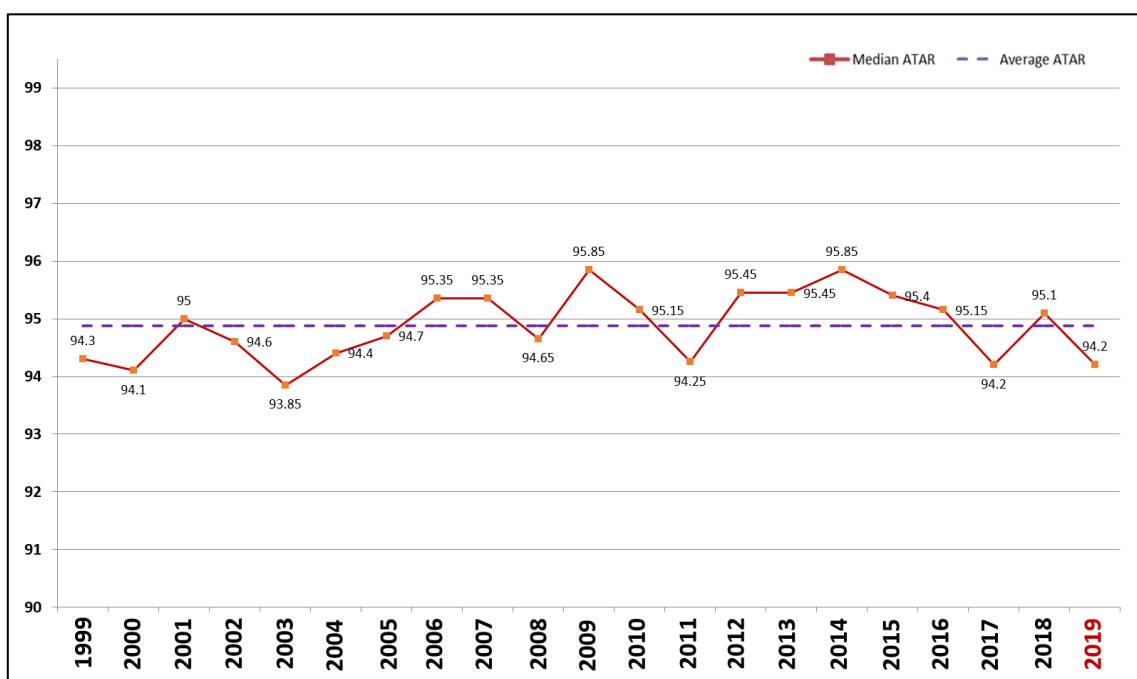
Language Subject	Raw Study Score	Scaled Study Score
French	35	45
German	35	44
Indonesian 2 nd Language	35	45
Japanese 2 nd Language	35	46

N.B. All Language subjects offered at MHS scale higher than Mathematical Methods

ATAR

In 2019, the median ATAR score for Melbourne High School students was 94.15. The differences between year-to-year ATAR medians are mostly less than 1 point and fluctuate around a median score of 95. The long-term data shows that Melbourne High School continues to perform well above the state average.

Long-Term Median ATAR Scores for Melbourne High School



The long-term, average median ATAR for Melbourne High School students is 94.9

In 2019, the top 14.6% of our students achieved ATAR scores of 99.00 and above; while the top 48.9% of our students achieved ATAR scores of 95.00 and above.

One of our students achieved a perfect ATAR score of 99.95.

More impressive is that 93.1% of all our students achieved ATAR scores of above 80.00, meaning that they achieved scores equal to, or better than, 80.0% of all the students completing VCE in 2019.

Careers Education: Ms Annette Travers, Careers Co-ordinator

2019 was a busy year in Careers. The Careers Centre has been well patronized by students keen to find out about careers and courses local, interstate and overseas. The Careers Centre offers students a great range of literature provided by tertiary institutions as well as an opportunity to research information via programs available at school and online.

New in 2019 was the State Government funded *My Career Insights* program at Year 9. There were three stages to the program.

- Stage 1: Morrisby Profile Online Assessment. This took place over three periods the day before the NAPLAN testing started.
- Stage 2: Each student received a Morrisby Profile Report and had a 30-minute one on one meeting with an accredited career advisor (from outside the school), who explained the report to the student. Parents were able to attend this meeting and quite a few MHS parents took up this opportunity. These interviews took place over three days in the second last week of Term 2. On the first two days we had 15 career practitioners conducting interview and on the third day there were 10. Over 290 students were interviewed over the three days.
- Stage 3: All Year 9 students attended a Careers Education session with Annette Travers (MHS Careers Co-ordinator) where they were introduced to the *My Career Portfolio*, during the Transition program in November. This is an online careers portfolio, set up by the Department of Education. It allows students to create a careers plan, store a few documents and provides some links to career web sites. Note, it can only be accessed online.

The Career Education Program for Year 10 took place throughout Terms 1, 2 and 3. Students had the opportunity to develop greater self-awareness and explore a wide variety of career options. Each student also met with a career practitioner for a one-on-one session. This enables boys to select VCE subjects based on their interests and abilities, as well as prerequisite subjects for tertiary courses being contemplated. Students developed an electronic Careers Folder which they used each Term.

Year 12 students saw a busy year all year, with the introduction of many new applications. Term 1 was busy with the introduction of an early application system at ANU and the introduction of the Hanson Scholarship at the University of Melbourne. 2019 also saw the introduction of VTAC Offers in December for the first time. It was crucial that students and parents be clear on how the system was going to work and the importance of the VTAC briefings for students was

emphasized. All Year 12 students attended VTAC briefings in Term 3. There were also some of overseas applications with a range of countries being considered (USA and UK being the most popular). Year 12 students had an individual careers interview as part of their exit procedure in Term 4.

Years 10, 11 and 12 used Canvas to complete their Career Plans for 2019. This allowed us to use the plans in one on one sessions as well as respond online to students.

The work experience program has continued to provide valuable opportunities for students in a variety of work environments, allowing them to learn new skills, become aware of the demands of specific occupations and explore possible career options. Work experience also aims to develop students' organisation and planning skills and to improve their communication and interpersonal skills. Every year, it is a challenging task to find placements for over 300 students. The smooth running of the program would not have been possible without the excellent administrative assistance from Annabelle Yeaman.

Throughout the year, thorough use was made of the Compass and OURS to provide students with the latest career information. Interested students in Years 9 to 12 had numerous opportunities to attend a variety of industry programs and university industry specific career days. Programs included areas such as business, IT, marketing, health and engineering. These programs offer students an excellent opportunity to explore industries and courses that they are contemplating working in. One of the new events attended was *The Big Meet*. This event provided 50 Year 11 and 12 students to attend an event for University students where they were able to meet with employers from a huge variety of industries.

2019 saw a change in the major Careers event at MHS. For the first time the CUE (Careers and University Exchange) club ran a half day conference for Year 11 and 12 students focused on the *Impact of Technology on the Workforce*. There were keynote speakers from industry and tertiary institutions as well as workshops focused on career development skills such as the use of social media (LinkedIn) and resume writing. The CUE club plans to organize another conference in 2021.

We had a greater number of former students who are currently studying interstate or overseas return to School to share their experiences with students. There were several international university sessions with NYU Abu Dhabi, Yale NUS and University of Edinburgh making presentations at MHS and others taking place at other schools. Other events, such as the annual Monash University visit, speakers from different industries and universities (including interstate), briefings for Health applications and interviews, have added significantly to the preparation of Melbourne High School students for their futures.

The 'Parent as Career Transition Support' (PACTS) program for Year 9 parents, consisted of three programs in 2019 with approximately 70 parents participating. PACTS is a series of two workshops developed to provide parents with up-to-date information about career transition. Parents who participated in the program appreciated the opportunity to share their experiences and learn about current career resources. They felt more confident in supporting their sons when making career transition decisions.

A huge thank-you is extended to all who have supported the Careers and Work Education Program throughout the year. This includes the MHSOBA, staff, tertiary institutions and individuals who have all generously given their time and knowledge to prepare Melbourne High School boys for life beyond school.

VET Results

VET (Vocational Education and Training) continues to be a viable choice for students. In 2019, 42 students studied the following VET courses: Cert III in Allied Health Assistance, Cert II in Animal Studies, Cert II in Automotive Studies, Diploma of Aviation, Cert II Business, Cert III in Community Services, Cert II in Electrotechnology Studies, Cert II in Engineering Studies, Cert III in Events, Cert II in Furniture Making, Cert II Horticulture, Cert III in Screen & Media, Cert II Small Business, Cert III Laboratory Skills and Certificate III in Tourism.

This opportunity for breadth of choice in VCE studies, together with our strong VCE programs in English, languages, music, humanities, the arts, commerce, mathematics, physical education, information technology and science, are important in giving our students every opportunity to develop their talents and achieve life and career goals.

A number of students also completed the VCE VET subject by VCAA called *Structured Workplace Learning Recognition*. This subject is based on a student studying a VCE VET course and completing 80 hours in a work placement/s.

Melbourne High School's Vocational Education and Training (VE&T) participation rate dropped in 2019 from 11.3% in 2018 to 6.13%. Our participation rate compared with the state is very low. Our completion rate, however, is consistently very high with students achieving 100% in 2019, surpassing the state average. The median VCE/VET study score achieved by students in 2019 was 39.

Whilst the percentage of students engaged in VET at Melbourne High School is very small, including it in the curriculum adds to the diversity and choice of studies we offer. Those who take a VET study report that they enjoy the competency-based training and value the skills that it gives them. Very few of the students continue the VET study at a tertiary level, though some use it to gain employment to help support them whilst studying a degree course or use their VET course as a pathway into a related tertiary course.

Student Destination Data – Year 12 Students 2018

What happened to Year 12 students on leaving school? This data has been sourced partly from the On Track survey of Year 12 completers conducted in April and May of the year after they completed school as well as VTAC enrolment data in July and direct contact with past students. Note that, for example, the 2019 On Track survey which followed up completers in 2018 appears in this report as 2018 data. Also note that as this report is produced in March, and the On Track data is published in November, there is a time lag of over 12 months on the data in this report.

Definitions of the categories are as follows:

University enrolled - the percentage of young people who responded to the survey and were enrolled in a university course.

TAFE or VET enrolled - the percentage of young people who responded to the survey and were enrolled in a TAFE or VET course. TAFE and VET courses are vocational education and training courses at a variety of certificate levels, mainly at Certificate IV and above.

Apprentice or trainee – this is the percentage of young people who responded to the survey and are undertaking an apprenticeship or traineeship. Apprenticeships and traineeships combine paid work and relevant training underpinned by a training agreement.

Employed - the percentage of young people who responded to the survey and are employed either full time or part time that are not undertaking education or training excluding deferrals.

Looking for work – this is the percentage of young people who responded to the survey and are looking for work and are not undertaking education or training excluding deferrals.

Institution	Number of Accepted Offers	
Deakin University	14	
Federation University	1	
La Trobe University	7	
Monash University	139	
RMIT	17	
Swinburne Uni. Of Technology	11	
University of Melbourne	99	
TAFE	3	
Interstate Universities:	21	
• University of Adelaide	2	
• ADFA	1	
• ANU	2	
• Charles Sturt University	1	
• Curtin University (WA)	2	
• Griffith University	1	
• James Cook University:	1	
• UNSW	1	
• University of Queensland:	4	

• University of Sydney	2	
• University of Tasmania	4	
Overseas Universities:		7
• UK	1	
• USA	7	
Employment		3
VCE or GAP Year		8
Total		331

Student Enrolment, Engagement and Wellbeing:

Ms Rosemary Dickson, Registrar

Melbourne High School continues to attract a geographically and socially diverse range of applicants for entry into all year levels. Admission to the School is by examination with a small discretionary factor. A supplementary intake occurs at Years 10 to 11. Students apply from the greater metropolitan Melbourne, country Victoria, interstate and overseas.

Year 9 remains the main entry level to MHS. In 2019, 336 places were available at Year 9. There are four select entry schools in Victoria and for the tenth time the entrance examination was managed by the Department of Education and Training. For the sixteenth year in a row, the exam was conducted at the Royal Exhibition Buildings and 3538 students sat the entrance examination for 308 places at MHS, 250 places at The Mac.Robertson Girls' High School, 208 places at Nossal High School and 200 places at Suzanne Cory High School. Of the 3538 students who sat the entrance exam for entry at Year 9, 1310 selected MHS as first preference, 999 selected Mac.Rob as first preference, 733 selected Nossal High as first preference, while 496 selected Suzanne Cory High as first preference.

The above data is more than last year, where 3196 students sat the entrance examination. Of these, 1164 selected MHS as first preference, 917 selected Mac.Rob as first preference and 514 as a second preference, 672 selected Nossal High as first preference and 846 as a second preference, while 443 selected Suzanne Cory High as first preference and 728 as a second preference.

2019 saw the fourteenth entry of a significant intake at Year 10, with 34 students enrolled. This has been a successful process and will continue to see the Year 9 enrolment reduced by 28 every second year to accommodate this change. Again, we conducted an academic abilities assessment test at MHS in June for the 208 candidates, who also submitted a written application. Short listing and interviews then took place.

The overall School enrolment remains consistent with only slight variations in numbers from year to year. Total enrolments in the five preceding years are as follows:

2014 - 1374 students

2015 - 1370 students

2016 - 1365 students

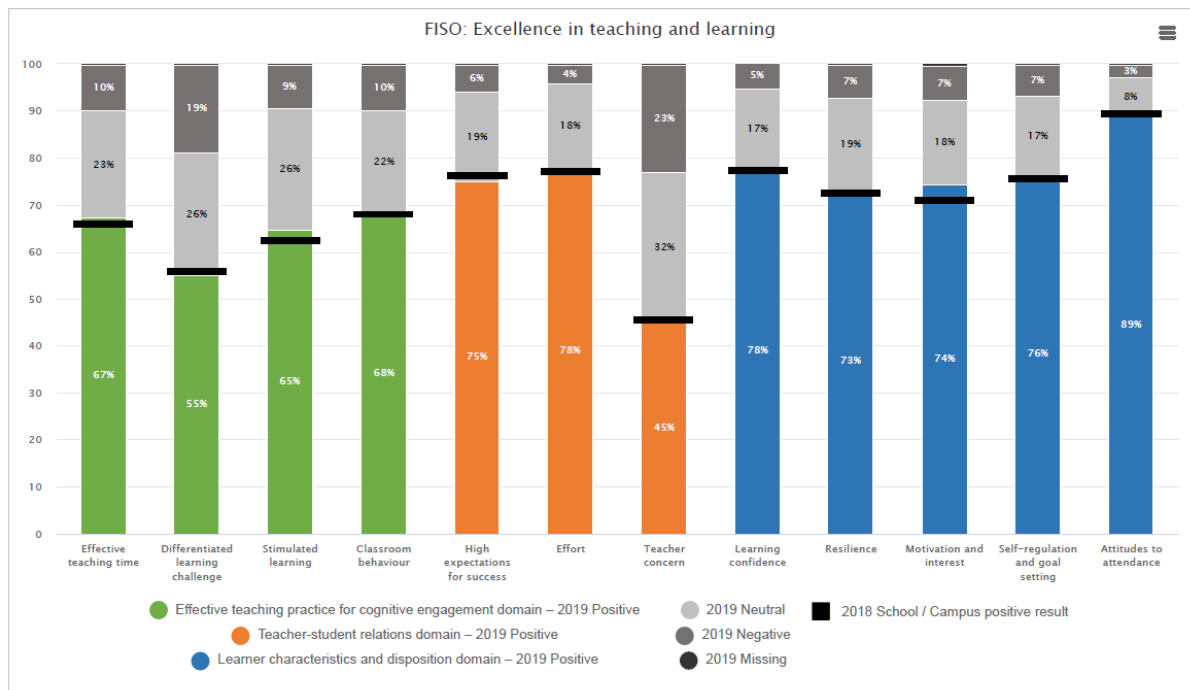
2017 - 1360 students

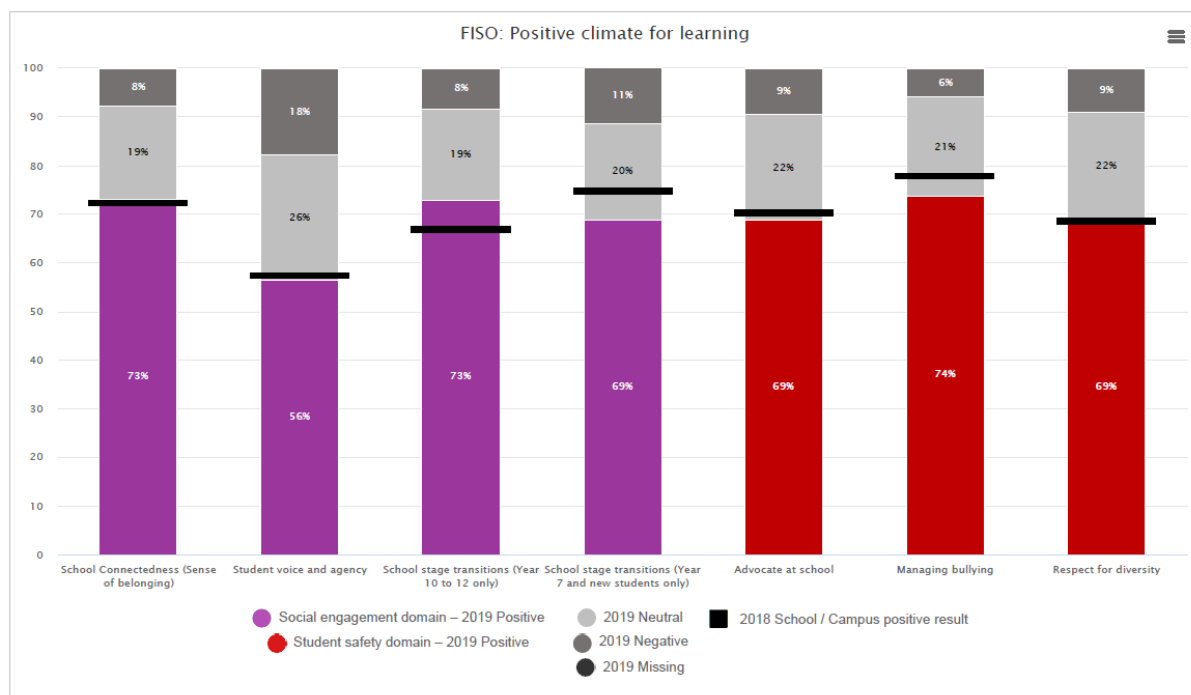
2018 – 1361 students

2019 – 1364 students

'Attitudes to School' Data Years 9 - 12

Years 9 to 12 students are asked to complete an Attitudes to School survey each year.





Both the MHS student survey and ‘Attitude to School’ data continue to show that students are highly engaged in schooling and closely connected to both the School and their own peers.

Student Services: Mrs Jennifer Mill, Student Wellbeing Co-ordinator

Melbourne High School is committed to providing a safe, secure and stimulating learning environment in which students can reach their full educational potential in a positive school culture that engages and supports them in their learning. Student wellbeing and learning outcomes are inextricably linked. The Student Services Faculty at Melbourne High School provides a comprehensive range of supports to assist students in meeting their full potential. The Student Services Faculty; consisting of the Student Wellbeing Team and Careers and Work Education Department, provide students with careers counselling, emotional and psychological support, health education and health support, personal development, life coaching, goal setting and study skills advice.

The Student Wellbeing team includes the Student Wellbeing Co-ordinator, Mrs Jennifer Mill, Mental Health Practitioner (Psychologist) Ms Cecilia Martin, Counsellor, Dr Ellie Kirk, School Nurse, Ms Lisa Delahunty, Pastoral Care worker Mr Jay Varcoe. The DET provides access to Educational Psychologist Ms Leigh Erasmus, and Speech Pathologist Ms Sophie Hudson on a consultative basis.

The Victorian Government recognises the role schools can play in providing psychological support and advice to students and school staff. In 2019 the DET implemented the Mental Health Practitioners in Schools' program. Melbourne High School was amongst the first group of schools to receive funding for this position which has enabled the employment of Ms Cecilia Martin in a full-time role.

Funding for the School Nurse and School Counsellor is generously provided by the School Council of Melbourne High School. Mr Jay Varcoe's position is funded through the Federal Government Chaplaincy in Schools program.

Mrs Annette Travers, the Careers and Work Education Co-ordinator, is assisted by Mrs Annabelle Yeaman, Work Experience Co-ordinator. Annette and Annabelle are highly experienced in assisting students explore career and tertiary education pathways and options. All students are encouraged to research possible career paths, future work goals and tertiary education opportunities. The work undertaken by Annette and Annabelle is vital to ensure all career options are seriously considered and that all details relating to the VCE and course selection are diligently followed.

Throughout their time at the School, each student will have contacted and met with a staff member from the Student Services Faculty. The large number of individual students and families who request help from Student Services is testament to the value the school community places on this support. The link between the student, the school, and the home, is a key ingredient to academic, physical and emotional wellbeing. The work undertaken by Student Services staff is carried out with the highest level of professionalism, empathy, and confidentiality. Melbourne High School is fortunate to have a Student Services department of this calibre.

Student Wellbeing

A student's wellbeing encompasses their physical, social and emotional development and state of being. A learner will find it difficult to engage with learning programs if significant physical, social and emotional issues distract them.

Students meet with a member of the Wellbeing team for assistance with concerns encompassing transition difficulties, stress, relationship difficulties and serious mental health problems. Student sessions are confidential to encourage openness; however, young people are encouraged to discuss their difficulties with their parents, careers, or teachers when appropriate. Parents and carers are vital to providing consistent care and continuity between home and school. At all times, student wellbeing staff are conscious of the mandated 'duty of care' to students in the exchange of information and the need for confidentiality.

Melbourne High School has a working relationship with Headspace Elsternwick and students are able to meet with headspace staff for psychological support.

Students with learning or health conditions that may impede them fully accessing the school curriculum meet with members of the Wellbeing team to develop Individual Education Plans and Health Support Plans. The plans are written with input from the student and their parents, carers, and external professional support staff and made available to teachers to help with regular activities and other academic endeavours.

Weekly contributions to OURS from Student Services provides current and relevant information to the School community on a range of wellbeing topics, community programs, and careers advice. Information provided includes wellbeing tips and advice for students and parents, a

wide range of access numbers for support agencies, and promotion of events and information sessions relevant to young people and their parents.

Melbourne High School aims to improve student wellbeing through learning programs that have been scientifically validated and engage students on an individual level. The Year 10 HeadSmart program was developed by Melbourne High School working with Orygen Youth Health, world leaders in young people's mental health programs, and the University of Melbourne. The HeadSmart program provides education and awareness of depression and its impact on a young person and the importance of developing appropriate, timely help-seeking skills. HeadSmart aims to promote a better understanding of the impact of poor mental health and reduce the stigma associated with mental health issues. The Wellbeing team has seen an increase in self-referral by students and a greater concern for supporting friends experiencing poor mental health as a result of the program's delivery.

Year 11 students transitioning into Year 12 are offered a workshop presented by wellbeing staff, titled *The Upside of Stress*. The presentation looks at research compiled by Dr Kelly McGonigal from Stanford University. Research shows that the mindset one has about the role of stress, threat or challenge greatly influences the mind and body's response to stressful situations. Students have found the workshop beneficial to their approach to Year 12 studies.

Health Centre

The Health Centre and School Nurse are key resources for Melbourne High school. Lisa Delahunty, the School Nurse supports students and families in the breadth of physical and mental health issues present within the School community.

Lisa provides health support for injuries sustained at school, from grazes and sprains to fractures and lacerations, and can recommend students and families seek external health professional support as needed.

Poor sleep habits are common amongst adolescents and Lisa works with individual students to determine ways to improve their sleep 'hygiene'.

Lisa has oversight of the School's Anaphylaxis Management plan, routine school immunisations, First Aid qualifications of school staff, and the provision of first aid advice for camps, excursions, and overseas trips. Lisa develops Health Support Plans for students who are experiencing health conditions.

Reinforcing the team approach adopted by Student Services, regular referrals are made by the School Nurse to other members of the Wellbeing team and Student Learning Co-ordinators.

Pastoral Care

Jay Varcoe joined the Wellbeing team in July 2019. Jay works with the Student Services Faculty and Students Learning Co-ordinators through supporting the Year 11 Mentor Program. Year 11 Student Mentors are assigned a Year 9 or 10 Form group to support throughout the year, travelling to Millgrove camp with their form group and regularly attending form assemblies.

Junior students value the connections made with their senior peers and their insights into school life.

The annual Father and Son (for Year 10) and Mother and Son (for Year 9) events enable parents and young people to have a broader understanding of the other's person viewpoint. These evenings are well attended and encourage parents and young people be more open to engaging with each other and deepen their relationships.

Student Leadership: Ms Pelissa Tsilimidos, Assistant Principal

Many students come to Melbourne High School having been leaders at their previous schools. Leadership often presents one of the early challenges of being an MHS student: having to work harder to achieve and maintain such a role. The School, therefore, places much emphasis on having many leadership positions and experiences available throughout the year. These evolve annually but maintain the central aim of giving students as many opportunities as possible, all driven by the spirit of responsibility, community contribution, innovation and social justice.

The 2019 senior student leadership team has been active with all leadership positions being very supportive of the individual and the team. School Captain, Joe Christie, Vice-Captain, Ryan Walker and the SRC President Cabinet ensured that each of the expected annual programs ran smoothly while fine-tuning many others to ensure an efficient year.

The annual Leadership Training Day was successfully held in Term 1. This program strengthened links within the student leadership team and created an atmosphere of responsibility and trust as we continued to build student engagement and encourage student voice. Likewise, our School Captain and Vice-Captain again organised the annual Student Leadership Camp at Millgrove early in Term 2. The Senior Leadership Team (including the SRC Cabinet, Year-Level Executives and current and previous Junior School Captains) joined several school staff for a weekend of intense leadership skills training, discussions and planning. The theme of collaboration underscored all activity.

The SRC Student Voice continued to offer a real platform for students, but also identified an ongoing need for continued development. With the absence of an SRC President and Vice-president in 2019, the highly effective collaboration and mobilization of the SRC Cabinet innovated the notion of leadership to one of a more distributive leadership model, hallmarking the power of a shared vision and great teamwork. This work was augmented by the energy and oversight of the student leader co-ordinator, Ms. Libby Briggs. Certainly, this area is becoming increasingly important as we continue to activate student voice and agency. The students of MHS are now committed to technological and pedagogical frameworks of the school as they work with staff on technology upgrades, classroom upgrades and defining new teaching innovations that are more collaboratively structured.

Over the year, the School Captain and Vice-captain ran five student-leadership meetings with House Captains, year level Form Captains, SRC Cabinet and representatives or cross year level leaders who provided valuable insight to the School management regarding current student issues, and voiced these through their representatives on the various sub-committees and

School Council. The SRC Cabinet along with the Year 12 Executives provided valued and dependable leadership for the anticipated student events such as the Year 12 Formal, the Senior and Junior Socials, various casual dress days and the annual Mac.Rob and MHS Senior Cup and Year 10 SEN Cup competitions, providing as always, much appreciated service to the student body. More leadership positions are available. The four Houses offer prized leadership opportunities including House Captains, Vice-captains, House Spirit Leaders, competition captains and House Age-Group captains. In November, the four Junior School Captains for the following year are selected from around 80 who are keen to put their hand up. The largest student leadership group comprises of student elected form captains, vice-captains and SRC representatives. These boys attend the leadership training days and take part in activities run by senior students as well as sessions given by invited commercial leadership training providers. During the year, the Student Wellbeing Action Group (SWAG) organised student support activities and we thank them for their tireless efforts. Their activities are always popular and successful and generate much discussion and support throughout the school. Congratulations to the wonderful SWAG team and the work of Mrs Jennifer Mill.

Year 11 students provide two important modes of mentoring as well as gaining leadership skills themselves. Late each year all Year 10 students are invited to nominate to be Year 11 mentors for Year 9s the following year. In February 90 students are selected to do the day-long training, with around 60 being assigned to each Year 9 form to work closely with this group. Additionally, the Year 11 Mentors are trained as Millgrove leaders after which each attend one of the Years 9 or 10 Millgrove camps as Year 11 leaders. The Millgrove report highlights the important role these boys play in the camp's program.

The various clubs and societies throughout the School have always allowed many students to pursue interests and issues of concern. Each group also provides leadership positions to help with administration. Such groups included PIG (Political Interest Group), SWAG (Student Wellbeing Action Group), FIG (Food Interest Group), the Heritage Society, PhilSoc (Philosophy Society), Soul Power (break dancing), Rock Club, Baka Animé, GIE (Global Issues Education), QSA (Queer, Straight Alliance Club), Indonesian Club, Students Alive, Public Speaking, Sentinel, Stage Crew, Writing Interest Group, Theatre Sports, EAG (Environmental Action Group), Peace in the Middle East group, Front of House Crew, Economics Club, Habitat for Humanity, Reptiles Amphibians and Fish Club.

The School Army and Air Force Cadets continue to offer year-round practical and theoretical leadership experiences for over 150 students. The annual cadet parade once again provided an emotional and spectacular farewell to our senior cadets.

2019 was the thirteenth year of the Ray Willis Leadership Scheme. This year's topic, "21st Century Education", was launched by an amazing panel of Old Boys including Adam Ashton, Terence Fong and Seb Belfrage. With voluntary participation, 30 cross-year-level project groups began five months' work on a group project. This year, ten groups completed this task and the four prize-winning groups presented their findings in the Staff Centre in late October. It was an honour to have Old Boys Wayne Chow, Daryl Brookes, Adam Ashton and Terence Fong provide a detailed critique and a committed support in actioning the projects. Each winning group again received \$1000, generously donated by The MHS Foundation.

2019 was also the sixteenth year of the MHS Old Boys' Association Green Maroon and Black Club's Mentoring Program for senior students. Around 30 Year 12 boys were matched with Old Boys who gave them personalised mentoring relevant to the tertiary studies or future occupations to which they aspired. This is another significant annual service offered by the Old Boys. We thank Old Boy, Ajai Verma, for his continued management of this program.

Furthermore, the GM&B Mentor Program hosted a successful mid-year symposium of eminent guest speakers. Students and mentors turned out in large numbers to hear from Dr Ray Boyapati as he spoke of preparing for life beyond MHS. He was very gracious with his time and extremely well received by the boys, providing valuable insights into the habits and skills underpinning continued excellence in school, university and beyond.

The Junior Leadership Program, supported by the Old Boys' Green, Maroon and Black Patrons' Club, begins late in the previous year with the Leadership Symposium. It explores the meaning of leadership to a combined MHS/Mac.Rob Year 9 audience. This is then followed through into the new year as students sign up for the JLP. In 2019, 87 Year 10 students engaged in the fortnightly leadership sessions. They engaged in a leadership course of five sessions run by a dynamic team of Old Boys - so giving of their time and so very inspirational to our students. We wish to express particular thanks to the co-ordinator, Wayne Chow, and his support team, Daryl Brookes and John MacIntosh. With great success in 2019 and continued momentum, the JLP has proven to be one of our most successful leadership programs of all time. We are looking forward to this continuing in 2019 as interest and strength feverishly grow. The increased commitment from our recent Old Boys and now the Palladians, has been most affirming and this has indeed become a most exciting program.

During the year students attend many outside leadership seminars and events. Once again, we had senior students participate in the Lions' Club Youth of the Year Competition. Students are assigned individually to local Lions' Clubs and begin what is hoped to be a series of knockout competitions. An hour-long interview on a weekend afternoon in front of a three-person panel is followed by a mid-week dinner. Here, families can be present to listen to the five-minute prepared speeches and two two-minute impromptu speeches from the five or so candidates. From a win at this level, about 4-5 more knockouts ensue to the national final. We had four boys participate this year.

Further to this, all Year 10 students again participated in three hours of tin rattling in the city as part of the annual Red Cross collection week in March. This year the boys again collected more than \$20,000, from the community.

There was again strong interest in the various student activities run by the United Nations Youth Association (UNYA) and our boys remain regular contributors to UNYA's annual state and federal conferences, as well as their annual debating competition. This follows UN-style debating where student pairs promote their allotted country's agenda in a mock UN general assembly. Around 400 pairs compete in the first round of this statewide competition.

The students further demonstrated their leadership and initiative in the annual P&F International Night (MHS student waiters and performers); the annual International Women's Day events and the many contributors every time MHS holds a function.

Whenever leadership programs or opportunities are advertised, it is often the case of "first in best served." Our boys have a healthy desire to be involved and to grab every opportunity to improve their leadership skills. It is the School management's aim to continue to be both inventive and proactive in providing as many leadership opportunities for all students as practically possible.

Staffing Report 2019: Mr Andrew Sloan, Assistant Principal

The following staff were on leave for all of 2019: Anne Paul, Simon Holcombe, Josh Slocombe, Paul Morton, Joan Morgan, Olivia Doherty.

Curtis Bayliss returned to MHS in 2019 after a period of leave. Masaya Fujino also returned after a year teaching in Japan.

Ongoing staff who left Melbourne High School either during the year, or at the end of the year were: Barry Homewood, Miho Okutsu, Françoise Hobby, Anne Chandler, Stefan Janus, Paul Keyte, Alex Grimwade, Brian McNamee, Rami Stiglec, Sam Bryant, Ross Pritchard, Lynette Atkinson, Steve Dedrick, Peter Dumsday, Lynne Hamilton, Jatni Rachmat, Joan Morgan, Pam Saunders, Kerry Smyth, Wayne Wilson-Wong, Brent Cornell. We thank them all for their months, years, or in some cases decades, of service to the school.

The following staff were on leave at different times across the year: Libby Briggs, Jatni Rachmat, Pam Saunders, Sam Crocket, Lynne Hamilton, Chris Ireson, Pip Capon, Annabelle Yeaman, Michael Fitzgerald, Karen Hodgson, Paul McGann, Christine Gelok, Andrew Sloan, Michael Sarbinowski, Joe Marotta, John Dovey, Barbara McColl.

To take the places of staff on leave, we were lucky to retain the services of: Nigel Mallet, Michael Chandler, Susi Rekdale, Emily Azcona, Vivian Ma, Jackie Chan, Daniel Broadbridge, Cameron Anderson, Ken Wade, Frank Van Den Boom, Danni Thomas, Dean Mackintosh, Lucy Smigielski, Vicki Northey, Robyn Knowles, Amber Mackintosh, Mika Tabata. Some have stayed on into 2020; all of them enriched our community during their time here.

Joining Melbourne High School on an ongoing basis this year were: Morgan Levick, Lauren de Bomford, Kelli Simpson, Michael Chandler.

At the start of the year the school's Effective Full-Time staffing was 85.4, the same as it had been in Term 1 2018, although this figure fluctuates from Term to Term. Given the high cost of the school's staffing, owing to the experienced nature of our staffing profile, it is important to save on our overall staffing wherever possible. Late in the year a number of staff successfully applied for promotion positions in other schools. It is pleasing to see the educational expertise developed at Melbourne High School enriching other schools.

The staffing process is carried out by the experienced team of Assistant Principal (Resources), Andrew Sloan, and Timetabler, Jan Devlin, who was also acting Assistant Principal during Term 3. Thanks also should go out to the many staff who assisted by sitting on selection panels throughout the year, and those involved in the induction and mentoring process for new staff.

Professional Learning and professional contributions:

Mr Andrew Sloan, Assistant Principal

When teachers commit to the teaching profession, they are effectively committing to lifelong learning. For the staff of Melbourne High School, this plays itself out in everyday processes, short-term and long-term planning, and the development of knowledge within their subject area and the extension of practice as pedagogical practitioners. In this way, Melbourne High School is committed to ongoing professional learning through external and internal avenues. Staff Performance and Development Plans are an essential element of professional learning for the teachers of Melbourne High School. These take the form of intensive self-reflection embedded in data made available through online student surveys, peer observation of classes, peer coaching, and student outcome data, which provide evidentiary documentation for self-evaluation and measurement of teacher performance. To centralise all the relevant information relating to professional development, we maintain an internal database which records all professional learning opportunities undertaken by staff. Each staff member is provided with a completed certificate at the end of the year, specifying the professional development activity, both participatory and presentational.

Perhaps one of the most successful and popular professional development activities was the 'Professional Conversations' that fulfilled our mid-cycle reviews. This exchange enabled staff to plan, reflect and offer contributions to teacher pedagogical practice, the School's curriculum planning and beyond. These conversations have become a productive process that has ultimately contributed to our Strategic Plan, as many ideas expressed by staff are reviewed and then floated. For example, the Year 11 Arts intake is a direct result of the contribution of one of our staff members during the Professional Conversations.

Further to this, Melbourne High School has developed a most effective induction program for new staff, providing weekly information sessions. Colleagues, faculty and subject co-ordinators, leading teachers and administration also provide ongoing support. A detailed handbook containing an A to Z of the School's machinations has become a fundamental companion to allow for an easy and effective transition for all our new staff.

Traditionally, Melbourne High School teachers have played a pivotal role in writing and editing text books, serving on executive panels as writers, contributors to, and reviewers of, new VCE study designs, writing papers for subject journals and other educational publications, presenting workshops at conferences and subject association professional development sessions. The teachers of Melbourne High School are also essential contributors to the Victorian Curriculum and Assessment Authority (VCAA) on VCE advisory and examination panels as Chief Assessors, Assistant Chief Assessors, and markers. Below are just some of the contributions our teachers have made to the wider educational community, beyond the numerous professional development that is offered by staff for their colleagues.

VCE Examination Assessors 2019

Steven Bowler	Music Performance and Music Investigation
Pip Capon	Indonesian (Oral and Written)
Kate Crossley	English
Dianne Frost	Specialist Mathematics
Gayle Gardner	Music Performance
Christine Gelok	Music Performance
Mark Kaderle	Economics
Vassie Kakolyris	Sociology
Ute Kreher	Chemistry
Hélène Malavieille	French (Written)
Barbara McColl	English and GAT
Sonya Mulholland	Biology
Ken Ong	Extended Investigation (Oral) and Psychology
Raymond Pask	Geography (Assistant Chief Assessor)
Rob Sette	Chemistry
Lucia Smigielski	Mathematical Methods
Grant Wallis	Music Performance and Music Investigation

Writing or reviewing of educational resources

Sam Crocket – ACED: VCE Units 3&4 Psychology Trial Exam (Author)

Ken Ong – VCAA: Senior Secondary Psychology Benchmarking Report for the Study Design review (Author); ACED: VCE Units 3&4 Psychology Practice Exam (Editor); Psyched: VCE Units 3&4 Psychology Trial Exam (Editor)

Raymond Pask – Geography Teachers Association of Victoria: Unit 1 Hazards and Disasters, 2nd edition (Author), Unit 2 Tourism, 2nd edition (Author), Unit 3 Changing the Land, 2nd edition (Author), Unit 4 Human Population, 2nd edition (Author).

Tania Sheko – Schools Catalogue Information Service, Connections Issue 110: Using the Medium blogging platform to teach critical and digital literacies in art (Author)

Presenters at conferences

Leonard Bedier - Maths Association of Victoria Conference: 'Wowed by Widgets – The Director's Cut' (Presenter)

Anne-Marie Brownhill – MHS Staff Professional Exchange: 'Why should I care? A discussion about the students' perceptions that we don't care about them.'

Amanda Carroll – MHS Staff Professional Exchange: 'Feedback Pushback'

Sam Crocket – MHS Staff Professional Exchange: 'Building self-efficacy in MHS students'

Paul Drew – MHS Staff Professional Exchange: 'Reflective Learning Journals: Collecting evidence of learning'

Masaya Fujino – Research Reporting Day at Senior High School at Sakado, University of Tsukuba:

'International Baccalaureate Diploma Theory of Knowledge integration into Pre-English B's'

Dianne Frost – Maths Association of Victoria: 'Meet the Assessors' Professional Development for Units 3&4 Specialist Mathematics (Presenter)

Chris Ireson - Maths Association of Victoria Conference: 'Wowed by Widgets – The Director's Cut' (Presenter); Texas Instrument T³ International Conference in Baltimore, USA, 'TI Rover versus Harry Houdini' (Presenter); Maths Association of Victoria and Colac Mini-Conference: 'The Secret is Out! Fast and Efficient Exams Solutions' (Presenter); Texas Instruments Australia: 'Exponential Learning' webinar (Presenter); Texas Instruments Australia Learn, Energise, Connect Conference 'The humble triangle has so many possibilities' and 'Does a picture really paint a thousand words?' (Presenter).

Blair Mahoney - International English Education Symposium: 'A happy medium: Getting students to care about things other than grades'.

David Owen – MHS Staff Professional Exchange: 'Show and Tell: Un-boring Learning Activities'

Edward Shin – MHS Staff Professional Exchange: 'Poetry for Mathematicians'

Rami Stiglec – MHS Staff Professional Exchange: 'Phone Ban Plan'

Annette Travers – MHS Staff Professional Exchange: 'Beyond School: The Minefield of Tertiary Applications'

Advisory committees

Dean Griffiths – VCAA: Focus group for VCE Algorithmics study design review (Member) (confirmed 8/8/19)

Raymond Pask – VCAA: Examination Panel Chair for Geography

Blair Mahoney – VCAA: Text Advisory Panel for VCE English (Member)

The M.Teach Program and Pre-Service Teachers: Ms Kerry Smyth, Clinical Teaching Specialist

Melbourne High School has continued to provide in-school placements for pre-service teachers from a range of universities with the biggest group coming from the Master of Teaching program at the Melbourne University Graduate School of Education.

A team of MHS teaching staff has participated each semester as mentors to the pre-service teachers, demonstrating their commitment to the development and regeneration of the teaching profession. Many other staff also work with the pre-service teachers during their time at the school and make a significant contribution to their positive and productive experience. The pre-service teachers were highly engaged in their placements, taking the opportunity to develop their pedagogical skill and experience both in the classroom and in the broader school program. Likewise, our teachers were also inspired by the energy, new ideas, academic and research knowledge these pre-service teachers contributed to our educational community.

It should be noted that a significant number of our current teachers have come through the MGSE Master of Teaching program and taken their place as exceptional members of staff, some in leadership positions early in their careers.

Teacher Qualifications

All teachers at Melbourne High School are registered with the Victorian Institute of Teaching (VIT), and have, as a minimum, a Bachelor Degree and teacher qualifications. Twenty-four teachers have Master Degrees, eight have Doctorates.

Education Support (ES) Staff: Ms Fran Walshe, Business Manager

The number of non-teaching staff appointed by Melbourne High School for 2019 was seventeen funded by DEECD funds, and thirteen by the School Council. They gave vital support and assistance to the administration, teachers and students, as well as providing liaison with the wider community.

As Business Manager, Fran Walshe has maintained the School finances and records in a most efficient and effective manner. Julie Black provided excellent financial support as the Assistant Business Manager. Fran Walshe has been well supported by administrative officers Kellie Porter and Karen Hodgson, who have maintained efficiency and good humour in the face of many demands on their time and talents. Marty Donald has worked tirelessly managing the student absence system. Rosemary Dickson, as Registrar, has provided excellent support to our new intake students and their parents. Annabelle Yeaman, in the position of Assistant to Student Services and VASS Co-ordinator, has provided much needed support in this area, especially for the careers and Year 11 Work Experience program. Reception and telephone have been the responsibility of Bec Leahy, our ever-patient Receptionist. Katrina Hebblewhite, who typically provides support to the Principal and three Assistant Principals and undertakes the role of secretary to School Council during the year, was on maternity leave during 2019. Louise Hall ably replaced Katrina during this period. All members of the administration team provide courteous and caring service and support to teachers, staff, parents, students and the wider School community.

The Library Technicians, Denise Beanland and Jenny Krasnowski, have provided efficient support to all staff and students, and liaised with our parent volunteers. Roslyn Clark, Krishna Kishor and Leena Bird as Laboratory Technicians, provided invaluable backup and class preparation in the science faculties. In providing much needed support for the maintenance of computer hardware and computer systems, Karun Pathmanathan (Network Manager), Stephen Dedrick (Computer Technician), Chaykhon Lee (DET) and Tam Tran (DET) have worked tirelessly, developing systems and ensuring the smooth functioning of the network. This team has provided superb support to staff and students. Stephen Dedrick retired at the end of the year. Our Systems Manager, Wes Stanczyk, has again developed highly sophisticated methods to maintain and manage the school's databases and software needs, providing the students and staff with state-of-the-art systems. David Ball, as ICT Manager, has taken responsibility for implementation of new systems and financial management in ICT, as well as co-ordinating changes in DET technician staffing.

The Director of Sport, David Veale, and all the staff and students involved with the School's extensive sports program were ably supported by Lisa Carruthers, who not only provided administrative support, but also assisted at many sporting events. Brett Rushton provided invaluable support as the Arts Technician during the year and continues to work with the school to ensure much-needed support to the art faculty and the drama and musical production teams at the school.

Bocca Foods, who took up our canteen contract at the beginning of 2018 has settled in well. Thank you to all the parents who volunteer in the canteen, thus enabling the School to maintain this essential service and offer a healthy and diverse menu for students.

Library: Ms Pamela Saunders, Library Manager

In a world in which connecting and communicating digitally is ever increasing, the library as a physical space matters even more. Creating and maintaining the Melbourne High School library as a shared place for students and staff to connect and belong is essential for the school to continue to flourish. The library is a community for study, for quiet social interactions, for calm, for connections, for support, for academic research and most of all for acceptance. The library at MHS is about more than just books and borrowing, although both are still a core service. The library team are essential in providing a place for every member of the school staff or students to visit, to learn, to feel welcome.

This year has seen the library team focus on the development of the new strategic plan with the aim to continue to provide the best learning, research services and programs to prepare the students as engaged, global citizens. A constant challenge for the library is being able to identify opportunities to add value to the school.

As always the library's strong collection, both virtual and physical, supports the academic and recreational needs of the students. Use of these resources has continued to increase and students have had continual input in the selection of these. Reading is role modeled by the library team and actively encouraged and promoted on a daily basis.

Further engagement was offered through various outreach programs. This year they included the library assistants organising a book swap to raise funds for the Indigenous Literacy Foundation; the Writing Interest Group published a magazine of their own work, WICK; ninety students had the opportunity to visit Stonnington Libraries to hear the author, Alice Pung; and the Year 9 and 10 students heard writer Lee Kofman, with a small group participating in her master class for writers. The teacher librarians worked with a range of faculties, including English, Art, Science, Geography, Mathematics and the Big Data elective. Weekly co-teaching of the VCE Extended Investigation subject utilised the research skills of the librarians as did providing the regular Academic Mentoring consultations for the younger students.

As I end my six years as Head of Library, I reflect on the library and its progress and I do feel a touch of pride. The library has made a difference to the school, nurturing and inspiring students with our activities and challenges and supporting teachers. We are a central part of the school.

I hope the future library will continue to be one of caring, innovation, knowledge, joy and surprise.

Facilities: Mr Geoff Hare, Facilities Manager

Our Facilities Manager Geoff Hare continues with enthusiasm to engage his broad knowledge of Facility Management protocols and responsibilities upon the school. He continues to rigorously manage and maintain the School's Essential Safety Measure compliance programs as well as managing DET's school infrastructure inspection categories with follow-up entry inputs and frequent updates on PRMS. His focused management style of all our external contractors and contracted service providers has ensured the School's fire services, mechanical plant and essential services equipment are well maintained and documented to the required ANZ standards and relevant Building Codes of Australia. Many building compliance testing programs encompassing electrical, fire, mechanical, hydraulics and more are scheduled for service during nominated school holidays to ensure no disruption to staff and students. All inspection categories associated with the SMS Annual Essential Services Report for 2018 has been completed. Geoff is also an active member of the School and the sub-Council Resources Committee and submits a Facility Managers Report at each meeting with confidence and assuredness noting relevant achievements and/or raising issues so that others may advise if applicable.

Collaborating with Assistant Principal Pelissa Tsilimidis since 2016, a total of seven classrooms located within the Twenties Building have been successfully refurbished to support our ambitious target of completing refurbishments most classrooms by 2027, our centenary year. It is anticipated additional classrooms will be refurbished following the next 'Giving Day' fund raising event. This event rides on the back of the previous successful fundraising event from November 2018 allowing four Twenties Building classrooms to be successfully refurbished. Spotless Integrated Facilities Services appointed by DET mid-2018 as the School's cleaning service provider continues to apply responsible cleaning duties in accordance with DET supplied cleanable area schedule and set timeframes against each cleaning task. We're pleased the four Spotless staff members remain unchanged since the contract transition mid-2018. Spotless are contracted to service 3 MHS buildings only that being the Twenties and Nineties Building as well as our Arts Study Centre.

Enterprise Services in the meantime continues to provide additional valued cleaning and caretaker services to MHS. Managed by Francis and Paul Angel along with Area Manager, Ignacio Guzman, they liaise thoughtfully and professionally with the school to ensure quality of service. They employ our part-time after-hours Caretaker Gus to help manage the Sports Centre from 4pm each day Monday to Friday and secure the Nineties Building after external users have left for the night. His role also incorporates compulsory manual pool water quality testing and recording, cleaning and small maintenance tasks when required.

Elite Turf Services continue to provide professional oval preparation and maintenance to accommodate all school and partnership sporting activities 7 days p/week. We - collectively encompassing all sporting bodies - have benefited from their professional methods of approach and we again thank them for their service. Their contribution when required to accommodate all oval sporting events has been and will continue to be appreciated by all involved.

Growth Industries also continue to provide professional horticultural maintenance to our gardens, hedges, lawns and irrigation routinely scheduled each month for one or two days pending growth rate of plants. Their quality of workmanship within our current landscape boundaries is unsurpassed and we thank them.

Since the mid-1990s the School's synthetic hockey centre, incorporating three ground courts resurfacing, has been a highly popular playing arenas for clubs around Melbourne. The playing surface of the hockey field completed during the 2015 and 2016 Christmas break and continues to provide an excellent playing surface to accommodate School curriculum activities and after hour group activities.

The Melbourne Cricket Club's Hockey Club continues to be the principal licenced user of the facility under Melbourne High School management via the original agreement sponsored by the Victorian Education Department. MCC Hockey and the MHS Old Boys' Hockey Club share their required training and game times on a pro-rata basis, with the balance of the peak hockey season going to other Hockey Victoria teams. The 2003 constructed Hockey Pavilion continues to be an essential resource for the School during school hours while serving as the MCC hockey clubhouse outside hours.

High rise construction within the Forrest Hill precinct continues to alter the skyline surrounding the hockey facility. 30-32 Claremont St on the Western boundary is the latest project proposed for construction; however, MHS has yet to view proposed project drawings.

After approximately five years, we continue to engage the services of Coulson On-Site managed by Anthony Coulson to remote access our specialised automated pool dosage equipment so to monitor and record our pool water quality daily every 4 hours from 6am to 4pm while our swimming pool in operation. Anthony continues to arrive at School each day from approximately 5.30am to water quality test, inspect our pool deck area, check chemical stocks and spot checks all our mechanical pool equipment to ensure its running at its optimum. Any discrepancies are noted for Geoff to action. This current management procedure of our pool and equipment infrastructure is and has proven to be a successful method of operation. Geoff utilises our pool vacuum robot at every opportunity which is a great tool to control our pool water quality. Currently our water quality complies with Pool Public Health and Wellbeing requirements. Our compulsory quarterly Water Analysis reports have also been extremely favourable as we continue to ensure public health duty of care compliance as guide lined by the Aquatic Facilities of the Public Health and Wellbeing Regulations 2009.

In early 2019 DET approved the upgrade of our Hydrant Fire Safety Services (HFSS) appointing Wormald as the head service provider to install a new hydrant ring main around the Twenties Building as well as installing a new booster assembly inside our Claremont St entrance and a new meter assembly on Chapel St. While works at times were challenging, the appointed Wormald contractor fully co-operated with school policies and procedures to ensure curriculum activities were not interrupted and responded to school access requests as required. Works were completed during the 2019/20 Christmas holiday break. A manual containing relevant compliance documents has been received from Wormald following the new service passing all testing requirements.

*The Millgrove Outdoor Education Centre:
Ms Megan Wilson and Mr Tim Hatten, Co-ordinators
Alannah Murray and Grace Basham, Trainees*

672 Year. 9 and 10 students

48 Year. 11 mentors

24 classes

348 ski stacks

22 questionably engineered student-designed rafts

21 Mars Bar Hill conquerors....

The statistics don't lie: it's been yet another unforgettable year here at the Millgrove Outdoor Education Centre for the MHS boys, connecting with and challenging themselves and each other during their camp in the heart of the Yarra Valley. All Melbourne High boys are incredibly lucky to have the chance to come up to Millgrove in both Years 9 and 10 and to enjoy a progressive increase in the challenges that our program provides. In Year 9 they usually arrive with their 'blinkers' on..... focused on their own experience and getting themselves through the challenges laid before them. Generally by Year 10 the 'blinkers' come off and they are ready to be more aware of the power that they have to not only influence their own experience, but also the experience of those around them, as they are encouraged to take ownership of the program and lead each other through the various challenges offered. The chosen few who return as Year 11 mentors are ready to take the next step, joining the staff team in facilitating the camp experience for younger students and providing them with a role model to look up to and support through not only their time at Millgrove but back at MHS too.

Millgrove provides an important week away from the pressures of school and home, a chance for the boys to grow closer as a class and learn about themselves and the world in our incredible outdoor classroom. Through activities like canoeing, camping, mountain bike riding, caving, skiing hiking, rock climbing and high ropes courses, the Millgrove program has challenged, upskilled and empowered the MHS boys. But possibly the most important thing is the opportunity the boys have to spend time in each other's company, in the absence of technology and other life distractions, developing relationships and interpersonal skills and creating memories that will hopefully last a lifetime.

Of course, these camps would not be possible without the incredible work of our Year 9 and 10 Form Teachers, Year Level Co-ordinators, welfare staff, Assistant Principals and our amazing Year 11 Mentors. Special thanks also go out to the incredible work of the parents who attend our twice-yearly working bees, and our amazing cooks Kalli and Nerine. But most importantly, the 2019 Millgrove staff - Tim, Megan, Grace and Alannah – would like to thank the wonderful MHS boys for bringing the excitement, laughs and fun to our wonderful campsite. Thanks for a great year!

Heritage: Mr Jeremy Ludowyke, Principal

This year the Heritage Society continued the tradition of a large number of active members, with Nivethan Iyer elected as President. Among other roles, members of the Society trained and maintained the flag roster.

The School again welcomed Mr Luke Savage who worked as our Honorary Archivist, having now restored the Heritage collection and the John Elden Room to an effective and presentable state. The School has also benefitted from the continuing work and support of our Honorary Historian, Dr Alan Gregory. The dedication and support of both men are indispensable treasures in maintain and developing the School's heritage and history.

Year 9 Involvement and Co-Curricular Program: Mr Marcus Sharp, Assistant Principal

The Year 9 Involvement Program is a part of the School's extensive co-curricular program and is designed to help students to assimilate into Melbourne High School through meeting students and staff with similar interests, and to enable students to experience the breadth of activities available at the School. All Year 9 students are required to participate in a minimum number of activities which are grouped in divisions ranked by time commitment: Division A requiring more than Division B and it more than Division C. It is expected that students will remain involved in the co-curricular program throughout their time at MHS. The vast majority of students become committed to at least one involvement and many commit to several. This is part of MHS's philosophy of 'More than Just Marks' – an education of the mind, body and spirit. Participation in involvement activities is recorded and counts towards the awarding of the Melbourne High School Diploma at the end of Year 12.

The choice is rich and varied and students form new clubs and involvement activities each year. Some of these are as follows:

Division A: Air Force Cadets, Army Cadets, lacrosse, rowing, rugby, symphony orchestra, Tattam Band, water polo, as well as leadership and citizenship positions

Division B: athletics, basketball, Camerata, cricket, Davis Band, debating, hockey, musical or play (lead role), stage band, volleyball

Division C: AFL football, Ballroom Dancing, Big Band, Chorale, Cross Country, Musical (orchestra member), Musical / Play (stage crew) Musical / Play (supporting role), Soccer, Soul Power (Breakdance), Beginner Strings, String Orchestra

The teachers who oversee these involvement clubs and activities donate their own time, enthusiasm and expertise to develop new skills and interests in the students to complement and enhance the broad, liberal education that MHS offers. They are to be warmly thanked for their time, energies and much appreciated contributions for they add greatly to the rich educational experience of MHS.

Music: Mr Gareth de Korte, Director of Music

“Music in the soul can be heard by the universe.” — Lao Tzu

“Music acts like a magic key, to which the most tightly closed heart opens.” — Maria Augusta von Trapp

As a core of the curriculum at Melbourne High School, Music seeks to instil in each of its students a sense of the both states. Our students are involved in a variety of activities, both in class and in the performance space.

A school’s musical tradition takes years of fostering to ensure its health and growth. Like a garden, it needs the planning and tending to ensure its establishment and continued healthy fruition, with judicious rooting out of the old and less fruitful. The benefits of school music are well researched and documented; its value is, in itself, worthwhile and fulfilling.

The secret to a rewarding study of music is that we be active participants; the act of just listening to music is not enough. The classroom music program, massed singing, ensembles and instrumental lessons collectively provide theoretical and practical applications, fostering an education that truly strives to inform and nurture the student and participant, so that they may become life-long, resilient learners and participants. This broadening of the student’s experience, doubled with their appreciation of a holistic education, aids the creation of a ‘smarter’ Australian.

Staff Changes

2019 saw a change in the leadership of the Music Department with Steven Bowler stepping down as Director of Music, and Gareth de Korte stepping up into the role. Curtis Bayliss returned after a year’s convalescence though with a reduced teaching load. Other than that, the music staff remained unchanged for the academic year.

The Classroom Music Program

This continues to grow, both in the core Year 9 program and through our Year 10 elective program. The Year 9 course still fosters a theory and practicum philosophy, with further breadth added in 2017 with one of the constant reviews of the need of the students and their needs and interests. Gareth de Korte and Todd McNeal have been instrumental in fostering of a greater instance of IT-based learning in Year 9, while looking forward to a future without the Mac Computer lab.

The Massed Singing Program

This year has seen a strengthening of the Massed Singing program, led by Angus Grant and ably assisted by Todd McNeal and Gareth de Korte. There has been a continuing re-examination of how the program works and how to improve it. Performances have been strong at each of the final junior assemblies held on the last Friday of each Term. The material covered this year spanned from repertoire from original compositions, old standards, and interesting re-workings

of contemporary music to modern-day musical theatre. We are never starved for variety in our massed singing, given the different musical tastes of our teaching staff.

House Music and Choral Competitions

The House Music and Choral Competitions, held at Melbourne Town Hall in March, are a highlight each year with all students in the School involved in singing for their House. High levels of dedication and commitment were on display as each House vied for honours. Special thanks to all performers, conductors, accompanists, soloists and House Co-ordinator. We were privileged to draw upon the expertise of three outstanding adjudicators: Amberley Bremner, Kenji Fujimura and Ursula Paez. The adjudicators were impressed with the level of musical prowess and student-directed ensembles across the board.

The Instrumental and Vocal Program

Our strong instrumental program continues to grow and expand with over 800 boys involved in instrumental lessons and ensembles. The musicians were also kept busy with numerous performances at School and in the wider community. A special thank you goes to all instrumental music teachers, under the leadership of Todd McNeal. They devote many hours, ensuring that our students receive every opportunity. Through their dedication, we have been able to participate in many activities and below are a few highlights. The year began with rehearsals for the Family Concert as well as preparations for the House Instrumental and Choral Competition.

Concerts ran very smoothly in 2019. Family Concert at the end of Term 1, had an incredibly high audience turnout. It was fantastic to see so many people in the hall as the students performed. As the first major concert of the year, it was a great opportunity to share the Term's work with the larger ensembles with an appreciative audience parents, family and friends, old and new.

Earlier in Term 2 proved to be very busy with both School concerts and outside performances. The Tattam Band and the Year 10 cohort once again helped form the musical offering at the annual Legacy Service at the Shrine of Remembrance. Our annual Combined Musical with The Mac.Robertson's Girls High School this year was *Ladies in Black*, showcasing the musical, acting and technical talents of its cast. The Chamber Concert at the end of May featured our smaller ensembles, and was noticeably larger than previous years, with many more small ensembles from the students. This year we also featured the Symphony Orchestra which accompanied one of our year 12 students in Brahms' Second Piano Concerto.

The middle of the year brought another change as, with The Mac.Robertson Girls' High School Music Department, the Combined Winter Concert was resumed. This was an amazing night, filled with outstanding performances from both schools in the spectacular setting of the Melbourne Recital Centre.

The end of Term 3 was marked by several events. Big Band, Langley Band and Davis Band all performed at the Victorian School's Music Festival, and Camerata and the Symphony Orchestra went to Ballarat to compete in the Royal South Street Eisteddfod. Both groups performed exceptionally well, Camerata scored 97 out of 100 but were placed second, while the Orchestra were selected as the winners of that section.

This year's Spring Concert, which has replaced the Spring Breakfast, gave the opportunity to perform longer works, highlighting the depth and brilliance of our fine young musicians. Special mention goes to the performance by Dong Ye of the First movement of the Liszt *Piano Concerto* with the MHS Symphony Orchestra.

In addition to these major events were a number of master classes, VCE recitals, a Steinway Concert, a Spicks and Specks evening, external performances by our string quartet and small ensembles.

Student Leaders

The Music Department has always benefited from the hard work of many dedicated students who show leadership and commitment in both formal and informal roles. The Class of 2018 has been particularly active in all ensembles and we would like to thank them for their service. Music Captain Ryan Lee and Music Vice-Captain Glory Zheng have provided exemplary leadership and have set an extremely high standard for their successors.

Acknowledgements must also be made of the School pianist, Dong Ye, and the senior and junior pianists who supported him, alongside School organist Tristan Sumarna.

The Friends of Music

While the efforts of many teachers and students help to make the Music Department function, this is only part of the equation. The support and dedication of family and parents ensure that we can deliver quality programming.

It is through the work of the Friends of Music that we can provide extra resources to our students. Their fund-raising has assisted with the purchase and upkeep of instruments as well as other materials that directly impact upon the level of excellence offered in the ensemble program. Very special thanks for their many hours of constant dedication and assistance. Special mention must be made of their superhuman fundraising efforts to raise money for the Department. Many heartfelt thanks go to them and their helpers.

The Music Department is a large and important part of the School's culture and ethos. It is very much a part of the public face of the School. As shown, especially at Speech Night, music involves every student at Melbourne High School in one form or another through massed singing, ensembles, and the classroom program or instrumental tuition. All of this is the result of the combined efforts of many dedicated and talented performer/educators. I wish to thank

them all for their dedication and support throughout the year, in particular Angus Grant for his assistance and leadership of the choral program; Todd McNeal for his leadership of the instrumental music program; and finally, our Music Administrators for their administrative support and assistance in all facets of the Music Department. Working together as a team with the dedicated and talented instrumental staff, their support made 2019 another highly successful year for the School's music program.

Debating:

Ms Helen Bekos and Mr Mark Kaderle, Debating Co-ordinators

2019 saw another year of outstanding participation and achievement in MHS Debating. The debating co-ordinators, Ms Helen Bekos and Mr Mark Kaderle, were assisted by Debating Captain Aman Singh and Vice-Captain Max Simpson in leading one of the school's biggest co-curricular activities.

MHS was one of the most well represented schools in the Debaters Association of Victoria Schools Competition. In 2019 MHS entered four Year 12 teams, six Year 11 teams, eight Year 10 teams and eight Year 9 teams. These teams were coached every Tuesday afternoon by external coaches.

MHS achieved outstanding results across all four year levels, with a team qualifying for the state finals series at each year level. Finalists from the competition include: Year 12 Team 2 made up of Yash Patawardhan, Kiran Banerjee, Kristian Baziotis-Kalfas, Xavier Kelly and Vishal Bhat; Year 11 Team 3 including Gus Nguyen, Safwan Aziz, Naveen Jayakody, Elliott Cook and Samuel Sukumaran; Year 10 Team 7 including Aravind Saravanan, Kar Way Tan, Ben Witwicki, Sargun Gill and Vineth Wetthasignhe; and Year 9 Team 1 consisting of Adit Sivakumar, Bereket Mengesha Woldemicael, Lavya Bassi and Sheraz Shakeel.

Congratulations to Adit, Bereket, Lavya and Sheraz, who went on to take out the Year 9 state title! Special mention must also go to Yash, Kiran, Kristian, Xavier, Vishal and Eran, who were state runners up in the Year 12 competition.

In addition, Aman Singh, Hari Vijayanandan and Rahul Kakria (Team A), and Darsh Chauhan, Yash Patwardhan and Nivethan Iyer (Team B) were involved in the Monash Asian Studies Debating Competition. Team A won the competition, taking the trophy home to MHS for the third year in a row.

Aman Singh, Hari Vijayanandan, Vishal Bhat, Justin Fei and Yash Patwardhan also won the Economics Debating Competition. This is the second year in a row that MHS has won the competition.

On an individual note, Kiran Banerjee was selected for the Victorian Schools Team. He competed in the National Schools Debating Championships, held in Darwin in 2019. Victoria came second in a close loss to NSW in the grand final. Kiran was also awarded a Swannie Award

for having the highest Year 12 average speaker score in the Toorak region in the DAV Schools Competition.

The rich culture of debating was further entrenched at the school through the internal house debating competition, exhibition debates, and the inclusion of debating in each of the major exchanges.

The values of the MHS Debating squad are teamwork, love of learning, commitment to improvement and sportsmanship. Congratulations to all those students who participated in the program in 2019 and encapsulated these values.

Director of Sport: Mr David Veale

It has been eight years since I was last Director of Sport at Melbourne High School. In that time many things have changed, whilst some things have remained the same. Above all, the commitment and drive for excellence from all our students in their chosen sporting endeavour continues to inspire.

The overall success of our sporting program relies on the commitment of our students, who despite the arduous demand of their academic studies, continue to represent both their school and their house with great pride and enthusiasm. I would like to personally congratulate each student of Melbourne High School for their positive contribution to yet another positive year in sport.

Whether it was on the field, on the court, on the river or in the pool, 2019 again saw many outstanding achievements by our students and sporting teams.

- 3 relay Gold medals at the SSV State Swimming Championships (all in record times)
- 1 Gold and 1 Bronze Medal at the SSV State Track and Field Championships
- Gold to the Senior Water polo team in both the Victorian State School and Associate Grammar Schools Victoria competitions
- SSV State Champions for the Senior Table Tennis Team
- SSV State Runners up for the Senior Hockey Team
- Bronze medal at the National Rowing Championships
- 2nd Overall at the All Schools Fencing competition

Many of these outstanding results would not have been achieved without the continued support and dedication of our staff at Melbourne High School. These staff go well beyond their duty in terms of time and energy spent coaching, managing and organising their sport. This side of the sport program would simply not operate without their voluntary involvement and for that I am extremely grateful. An extra thank you to Lisa Carruthers (Hockey), Helen Bekos (Soccer), Sonya Mulholland (Water polo), Sandro Bisetto (Athletics), Michael Fitzgerald and Rob

Sette (Cricket), Paul McGann, Chris Bush and Bill Flanagan (Rowing), Lisa Delahunty and Emily Azcona (Rugby), Chris Ireson (Badminton) and Dean Griffiths (Table Tennis) for all your tireless work. Also, a huge thank-you to Kristen Hinchliffe for taking on the role of SSV Co-ordinator and helping me make sure all teams turned up to their competitions.

The Melbourne High School Sport program is more than just the competitive SSV and All Schools competitions. The compulsory Weekly Sport program continues to grow and engage students across all years. This year saw the introduction of Circus Skills under the tutorage of Circus Oz and James Guthrie. Whilst Indoor Rock Climbing, Golf, Ultimate Frisbee and Fencing continue to provide diversity of activities within the program. The continued success of the Learn to Swim, Get Fit and Bike Education programs continue to highlight the skills and capabilities of what our students can achieve when given the opportunity and positive environment. These are lifelong skills that our student will take with them once they leave the castle on the hill.

The sporting and cultural exchanges with North Sydney, Sydney Boys and Adelaide High School were yet again another success. Thank you to all the students and families who hosted a billet (or multiple!!) this year, as these exchanges would simply not happen without your generosity. This year Melbourne High School won back the Crawford Shield, however lost the Prefects Cup in a very close and hard-fought encounter. The sportsmanship and camaraderie of all the students involved is why these exchanges continue to be an essential part of life at Melbourne High School.

The Cockhouse Competition continues to be the central focus for many staff and students at Melbourne High School, with overall success hinging on the commitment of every student in the school. This year the entire Cockhouse competition was decided by one house having two fewer competitors completing the House Cross Country. Congratulations to Marlowe Wynne-Woodley, Darren Varughese and Joseph Yap and all of COMO for going back to back in 2019. Thank you to the other House Co-ordinators Rob Sette, Mark Goodey and Shaun Kemp and their support teams for your tireless work and I look forward to working with you all again next year.

Finally, the biggest thank-you goes to Lisa Carruthers, who is more than just the assistant to the Director of Sport. If anyone deserves the praise for a smooth running and successful sporting program it is her. Lisa is behind all the organisation and administration of this program and does so tirelessly without complaint or hassle. Thank you, Lisa, for your continued support and significant contribution to the success of our Sport Program.

Army Cadets: Captain Steve Huysing

The 2019 training year started with the School's Open Day in October of the previous year. The Year 11 NCOs stepped up and took responsibility for the organization of the cadet display. With the current rules of the school diploma points system, we were guaranteed another recruitment bonanza. We tried to limit the intake to 90 but we topped out at 100. The recruitment process is now totally online and after 3 years, many IT lessons have been learnt

in dealing with future cadets and their parents. The school-based December Junior Leaders promotion camp was held in CHQ with the newly promoted Year 11s staffing all the key positions.

A NCO revision and JLC field testing camp was once again held in the bush near the town of Costerfield. The prospective NCOs were thoroughly tested in the art of hutchie construction, navigation, leadership, first aid and signals. After the camp a handful of new CDTLCPLs were created as section commanders for Ramsay (recruit) company.

In March, training camp was held at Dargile SF near Heathcote. The seniors experimented with raft building as well as revising their fieldcraft while the juniors were introduced into all aspects of campcraft and fieldcraft. The CUOs rapidly learnt how much work needs to be put into a camp and what the difference is between planning and implementation.

Term 2 saw the start of our ceremonial commitments with rehearsals occurring during the holidays: Waverly RSL service, Wattle Park catafalque party, Shrine Legacy service, school service as well as ANZAC Day all occurred in a short space of time. Links have been established with more post WW2 veteran groups which, when combined with our long-standing commitments, requires approximately 50 cadets to volunteer their time for ANZAC Day.

In May, the training switched to fieldwork with the Unit preparing for bivouac. The area in the Redcastle SF was chosen as our mid-year home with excellent vehicle access and a large suitable dam. The newly designed confidence course was ably constructed by Langley Coy and a successful camp was had by all.

At the end of winter saw the unit go to the Mt Tallarook SF for a survival camp. Survival camp was held amongst the verdant regrowth where 'Mong hats' and strange food was in abundance. The cadets needed to learn some cold weather survival style lesson *à la* Bear Grylls as the snow fell. Term 3 also saw the return of Legacy Badge selling and the Dress and Drill competition, all contributing to a very busy lead in period prior to AFX with the 48-hour exercise testing all levels of the Unit.

The annual parade was an excellent affair under clear skies with the Unit and Squadron parading the colours under the gaze of Colonel Jason Cooke, the former Victorian Army Cadet brigade commander.

The thanks of the School are extended to the following officers: Captain S Huysing, Lieutenants M Roberts, T Jones and D Paul; 2Lt S Dedrick and M Stephen, volunteers Ms J Devlin, Ms Pip Capon, M Middleton as well as the large selection of old boys who volunteer to help out on every camp. Special thanks are extended to the CUOs, the RSM, the Warrant Officers and the team of NCOs.

The dedication of the OOCs, CUOs and NCOs should ensure that change is embraced and that every year provides the utmost opportunity for young people to develop new skills and to thrive and learn.

Air Force Cadets: Dr Shaun Kemp, AAFC Leader

2019 was another successful year for 415 Squadron. It was the 77th year since the creation of 415 Squadron. Long serving Commanding Officer FLTLT (AAFC) S. Kemp was assisted by SQNLDR L. Huynh, FLGOFF(AAFC) A. Taylor, PLTOFF(AAFC) James Muus LAC(AAFC) A. Khanna and AC(AAFC) Samuel Slocombe. Flying Officer (AAFC) J. Slocombe was on leave from MHS for this year and will continue his leave in 2020.

415 Squadron operated in 2019 with 65 cadets. The results from the January promotion courses were excellent. CUO Eric Choi attended the CUO course and won the AVM Wigley sword for Dux of his CUO course. The senior squadron structure consisted of CUO Eric Choi, CUO Jason Fan and CWOFF Risin Dananayake. They proved to be a very experienced, enthusiastic, loyal and capable team.

An intensive induction training camp was held at MHS in February, where cadets studied service knowledge, drill and ceremonial. There was also a combined squadron flying camp in March at RAAF Williams. In April, the cadets participated in a Summer Bivouac training camp at Millgrove and Gilwell Park, where they completed ground navigation exercises as part of basic and proficiency field craft. ANZAC Day activities were prominent along with participation at the Waverley RSL Service. The Wing Annual Drill Competition and Annual Parade were held at RAAF Williams, Point Cook, at which the Squadron performed poorly in comparison to previous years. However, 415SQN came third in the Australia wide Cyber Taipan cyber security competition in Canberra, trained by FLGOFF(AAFC)A. Taylor.

Once again, a highlight of the year was the five-day bivouac held in June at Riddells Creek. The senior cadets put into practice survival skills learnt at the squadron, while the recruits were introduced to field craft in the bush. In September, the squadron was invited to compete in the Major JRJ Grigsby Dress and Drill Competition, which was won by the Seniors. The 17th Annual Squadron Dining In night was held at the Waverley RSL. Guest speaker was MHSOB FLTLT Jordan Crowley.

FLTLT (AAFC) S. Kemp led the squadron with distinction. He was ably assisted by SQNLDR L. Huynh, FLGOFF(AAFC) A. Taylor, CPL(AAFC) J. Muus, LAC(AAFC) A. Khanna and AC(AAFC) Slocombe. They are to be thanked for their caring leadership and for their immense investment in time to the Squadron, and the School is appreciative of their effort and commitment.

Rowing: Mr Chris Bush and Mr Paul McGann, Rowing Co-ordinators

After a short break from the previous year's last regatta, the seniors hopped back onto the water and into the gym during autumn and winter to prepare for the upcoming season. Through a tough schedule devised by the MHS Rowing Coaching team, comprised of Paul McGann, Christopher Bush, Harry Cathcart, Guy Velik, Carl Tomczak, Ryan Keany and returning coach Dylan Curnow, the rowers looked towards the main goal of getting 'strong and massive', while other schools were having their holidays in Noosa. The cold days were comfortably warmed up with the addition of training in small boats and completing the infamous winter erg

list. Taking this training into winter sculling competitions on the Yarra River, the boys looked to gain essential pre-season racing experience.

Training the boys for the majority of the season, we say farewell to our loyal gym coach Ryan. Having to wake up early with the boys over the years to oversee the strength and conditioning sector of our rowing careers, we thank and wish him good luck for the future. We now welcome our new gym coach Bach and look forward to working with him this year.

Transitioning into spring and summer, the year 11s and 12s continued to heighten their training, completing around 10 sessions a week. As a comparison to only a couple years ago where training was lack-lustre and poorly attended, the seniors maintained discipline and sense of competitiveness by constantly turning up to all training sessions with intent. This truly shows the culture and development encouraged by the coaches, which has led to success throughout the season.

The Year 10s competed at many regattas this season in their respective eights, rowing against many high-level private school crews. This has allowed for great racing practice to prepare themselves for the extremely competitive upcoming senior season. The new Year 9s have also begun their MHS rowing journey, undergoing Coach Cathcart's intense conditioning sessions as well as perfecting their rowing technique on the Yarra.

Approaching our last regatta in Victoria, we have seen a plethora of success throughout our journey. Beginning with a rough start at Melbourne Head regatta, losing first place by 3 seconds, the seniors decided to step up their game and become crews that deserve to be on the podium. This was proved at the Rowing Victoria State Championships where our third four placed second in their division while our first and second quad managed to place first and second in the Division 1 Schoolboys Coxed Quad. With the first quad stroked by Rohan Lynch, Remy Megard in 3, Mark Putter in 2, Captain of Boats Donald Li in bow and Thisara Silva coxing, they began to hold off all the competition from the start, ending with a convincing 7 second lead.

Now the first and second quads look forward to tackling the country's best at Sydney International Rowing Regatta in late March. Getting into the mindset of becoming national champions, the boys are training harder than ever to turn this into a reality. We wish them good luck and will be cheering them on.

The Visual & Performing Arts and Joint School Productions:

Mr Lachlan Stewart, Arts Co-ordinator

The MHS Visual and Performing Arts Department continued its tradition of close partnership with The Mac.Robertson Girls' High School, producing three productions in 2019 across two campuses. Our major production, the combined school musical *Ladies in Black*, is adopted from Madeleine St John's 1993 novel *The Women in Black*. Set in Sydney in 1959, *Ladies in Black* follows Lisa as she leaves school to work in the fashion department of a large department store, where she is quickly swept away into a world of high fashion and clashing personalities as she

forges a place for herself in the world. With a lively score developed by Tim Finn, it was magical to see dozens of enthusiastic students from both schools singing and dancing their way through 1950s Sydney. This wouldn't have been possible without the skills of the Mac.Rob director Edgar Wegner, who together with MHS's own Kelli Simpson created an inclusive and enjoyable experience for all involved. Claire Nicholson (Mac.Rob) directed a joint MHS and Mac.Rob orchestra, bringing a unique soundscape to each act, and Aishah Brokhoff (Mac.Rob) carefully choreographed each scene and brought the creative wardrobe department's outfits to life (Simon Stokes). 1950's Sydney has a unique aesthetic (especially for the students!), and the tireless work of stage crew who created set pieces that transported the entire audience back in time, which together with costumes and the score, completed the illusion. Stage crew were also hard at work behind the scenes during every rehearsal and performance. They were first to arrive and last to leave each day, with Albert Dong and Cindy Nguyen (Stage Managers), and Henry Fung and Mary Kitsoulis (Tech Managers) working hard behind the scenes. A special thank-you to all parents and staff for their support of the production.

A musical is a herculean task for any school, but to co-ordinate such a successful example across two schools involving 100s of students shows the dedication and passion that everyone, students and staff alike put into our Visual and Performing Arts program. This is what keeps students coming back year after year to be involved and will ensure our collaborative success for many years to come.

Without a moment's hesitation, the combined efforts of MHS and Mac.Rob continued their success to deliver their production of Agatha Christie's *Witness for the Prosecution*. In true Agatha Christie style, this play is fraught with intrigue and deceit, with every student playing their part to craftily mask their character's intentions. In the director's chair was MHS Head of English George Marotous, assisted by Helen Bekos, who explained the intricate motivations behind each character as well as directing the design and construction of the set. I would go into more detail, but a very stern-looking officer of the law swore me to secrecy...

The final major production of 2019 was the VCE Theatre Studies play, which has the unique element of being produced and directed by the combined Mac.Rob and MHS Theatre Studies class. With the guidance of Kelli Simpson and Edger Wegner, the students performed Shakespeare's *Twelfth Night*. This is a monumental task for students, who must design the set, costumes, props, lighting as well as sound design. The most challenging part is in direction, as students must first adapt a script, devise and craft their performances, all culminating in an experience for the audience that launches them into the narrative. The students received high praise for their comedic delivery, absorbing set design, as well as authentic costumes and prop design. As mentioned last year, students have truly met the challenge, and we eagerly await their 2020 production.

Our final event of the year is the annual MHS Arts Show, bringing to the entire school the creative and artistic talents that the students develop in Years 9 to 12. Year 9 students are treated to a guided tour where they not only see their work exhibited, but what exciting opportunities are available with continued study in the Visual Arts. Students at MHS have the opportunity to develop their skills in a wide range of creative subjects where they can express themselves via drawing and painting, industrial design and architecture, media and

photography, to subjects dealing exclusively with computer-aided design. As part of Arts Week, our VCE Theatre Studies students perform a monologue, which is in preparation for their examination. Staff were treated to see their student's artistic talents in a range of areas, and parents and prospective/future students were impressed by the high quality of work during the school welcome day, showcasing the strengths and enjoyment the MHS Visual and Performing Arts offers.

During Arts week, VCE Media and Theatre Studies present a performance evening, where Media students present their short films in our theatre to a large audience, which for over an hour fills the room with laughter, tears, and screams. Theatre Studies students present their examination pieces; a 5-minute performance where they select a monologue from an approved list, then craft their unique delivery, creating costumes and set pieces to support their performance. We conclude the evening by awarding the Mihaela Brysha Award for outstanding achievement in the Visual and Performing Arts, which was awarded to Daniel Yung for his outstanding work in VCE Visual Communication Design, and showcasing his talents as an actor/singer in the Media Studies short films.

Each year, the MHS Arts Staff work tirelessly, often long through the evenings and weekends to maintain the high quality of teaching we deliver. As well as delivering an engaging curriculum, it shows the students that when you work with what you love, you're never short of motivation or inspiration. We thank Chris Moore and Lachlan Stewart as our Visual Communications teachers, Kelli Simpson for Drama and Theatre Studies, Emily Azcona and Mihaela Brysha as responsible for Art, Wayne Wilson-Wong for photography, and Nigel Mallet for Media, and Lachlan Stewart for acting head of Visual and Performing Arts for 2019.

We look forward to 2020 with the knowledge that our creative and dedicated team continue to motivate our students to even greater success and enjoyment in the Visual and Performing Arts.

Year 10 Community Service Program: Ms Libby Briggs, Year 10 Co-ordinator

The Community Service Program was established as part of a compulsory co-curricular activity for all Year 10 students in 1998. Students are required to undertake a minimum of 20 hours community service during the year. The program aims to provide valued assistance to the community as well as giving each student the opportunity to develop personally by gaining understanding, compassion and tolerance towards those who are disadvantaged in the community. Students experience a sense of achievement and independence by assisting others and further enhance communication skills and cooperative work skills.

The launch of the Annual Red Cross Appeal throughout Melbourne collected over \$20,500 and all boys represented Red Cross and the School in an exemplary manner. Students also organized a volunteer placement and participated in activities that involved personal interaction with those in the community who are less advantaged, especially those that may be physically, mentally or health impaired.

The community service program was supported and encouraged by the Year 10 Student Learning Co-ordinators Elizabeth Briggs and Matt Roberts, and Assistant Principal, Marcus Sharp. The co-ordinator of the program during 2019 was Elizabeth Briggs, whose outstanding professionalism and commitment to the students means that the program is constantly reviewed, amended and improved. She is to be warmly thanked. The involvement and encouragement of the Year 10 Form Teachers and Form Captains have ensured that students achieve significant benefits through this activity and they, too, are to be thanked for their efforts.

Melbourne High School Old Boys' Association (MHSOBA)



Since its foundation in 1907, the MHSOBA has prided itself on assisting Melbourne High School, its students and former students, in their pursuit of excellence.

The MHSOBA provides assistance to current MHS students through:

- Luncheon seminars
- Mentoring
- Work experience
- Financial assistance
- Scholarships

The MHSOBA offers SM30 memberships to current MHS students, providing them with membership until their 30th birthday at a substantial discount. Benefits of SM30 memberships include:

- Exclusive Member-only fees for hire of the Unicorn Club
- MHSOBA Student Badge
- Hardcover copy of *“Strong Like Its Pillars”* - MHS 1905-2005
- Set of four Kenneth Jack prints—The MHS Series
- Mentoring opportunities and work experience support where practicable
- Member-only access to the exclusive Kelvin Club (valued at over \$800)
- Access to exclusive Networking and Professional Development events

The MHSOBA also strives to maintain connections with Old Boys to ensure they continue to uphold the values of Melbourne High School.

Seminars

The MHSOBA conducts a range of professional seminars that include the fields of medicine, law, finance and engineering. These are presented by Old Boys who are undertaking studies or are prominent in their respective fields. Attended by current MHS boys, these events provide excellent networking opportunities where strong links can be forged with experienced members of the MHSOBA community.

Recent exit students at the tertiary level can provide career and course advice through a luncheon seminar program that is available for all MHS students.

MHSOBA Mentor Program

The Green, Maroon and Black Patrons' Club is a group of MHS Old Boys committed to helping our students. An innovative mentoring scheme was initiated in 2006 where current Year 11 students are matched with an Old Boy possessing significant experience in the profession in which the student expresses an interest.

The mentoring centres on the student and their mentor exchanging contact details and having varied and agreed contacts during the school year aimed at adding to the student's knowledge about relevant tertiary courses, adult employment opportunities and aligned life skills.

Green Maroon & Black Patrons' Club – Junior Leadership Program 2019 / 2020

The Junior Leadership Program (JLP) is in its seventh year and has been conducted successfully in 2018/2019. The JLP executive comprise of Daryl Brooks, Deniz Atakan in consultation with David Saul and Keith Elsner.

Students are encouraged to think about the different styles of leadership driven by varying personalities and circumstances. Students might think about a hard-charging, "heroic" style; about a consultative, consensus-seeking and less visible style; and about some of the less glamorous tasks of leadership, including the development of the skills and profile of others and a preparedness to take lonely and perhaps unpopular decisions.

Year 10 Leadership Sessions 2019 were well supported by a group of 23 dedicated group leaders (MHS old boys) who gave up their valuable time over five afternoons during Term 1.

The JLP provided training, a structured framework of discussions, group activities and learning tools to facilitate the group leaders to conduct the sessions autonomously whilst meeting the program objectives. Overall, a total of 67 year 10 students attended the JLP. Of which 29 students completed all five sessions and received certificates of completion. The successful completion of the JLP will be rewarded with two points towards their MHS Diploma at the end of year 12.

Now in its seventh year, the JLP is now a component of the MHS extra-curricular program. We have received feedback and further support from the more contemporary generation of old boys. Already we have identified more areas for further improvement for JLP 2020 and potentials for the JLP to integrate with the MHS Ray Willis Leadership Scheme and the Year 11 mentoring program.

Scholarships

The MHOSBA awards secondary and tertiary level scholarships thanks to the financial assistance and generosity of a number of Old Boys and their families. They include:

Bluey Truscott Scholarship

The Bluey Truscott Scholarship is awarded annually to one or two Year 10 students at Melbourne High School.

Verma Family Scholarship

The Verma Family Scholarship is awarded to an Old Boy enrolled in an undergraduate health-science related course at any recognised Australian university.

Mahoney Family Scholarship

The Mahoney Family Scholarship is awarded to an Old Boy who is currently studying an undergraduate or postgraduate course in Education.

John Nguyen Trust Scholarship

The John Nguyen Trust Scholarship is awarded annually to a current Year 12 student at Melbourne High School, studying science-based subjects.

Speros Beasley

The Speros Beasley Scholarship is awarded annually to a MHS Old Boy who is an undergraduate studying Commerce or Business at an Australian University.

MHSOBA Online

MHSOBA has a new website and continues to engage via social media including Facebook, LinkedIn, Instagram and Twitter. Each year level from 1981 to 2023 has an official MHSOBA Facebook group and these are used by Old Boys to reconnect with their cohort. To obtain all the latest news, videos and photos from the MHSOBA, Old Boys simply need to like “The Official MHSOBA” on Facebook and follow @MHSOBAInc on Twitter. For professional networking MHS Old Boys can also join “The Official MHSOBA” on LinkedIn.

Events

The MHSOBA conducts a number of social events for past Old Boys each year.

Aside from Homecoming Day, there is a one-year reunion for the previous year’s MHS graduates. Reunions are also held for those Old Boys who are 5, 10, 15, 20, 25, 30, 35, 40 & 50 years out of school. There is also a special Golden Years Reunion luncheon for Old Boys who left MHS more than 50 years ago. These gatherings are special occasions where students reunite with their former classmates and reminisce about their wonderful time at the Castle on the Hill.

Through its sporting clubs, the MHSOBA enables the continued participation in sport undertaken by former students. Clubs include football, cricket and hockey. Other clubs may be formed if there is sufficient and genuine interest.

The Annual Dinner is the MHSOBA’s gala event. This formal occasion is one of the highlights of the year as attendees dine among friends and celebrate the ethos of Melbourne High School. Each year the MHSOBA presents an outstanding guest speaker that makes the night a truly remarkable event. On 22 May 2019, we were delighted to present Michael Gudinski AM, Founder and Chairman of The Mushroom Group.

This year's event will be held on Wednesday 20 May at Leonda by the Yarra with guest speaker soon to be announced.

The Unicorn Club

The function room in the upper level of the MHSOBA pavilion is available for bookings by Old Boys for business meetings, seminars, workshops, networking events and private celebrations. The Unicorn Club can be hired for half or full days, evenings and across multiple days. Members of MHSOBA and past MHS students receive a 20% and 10% discount respectively.

Merchandise

The MHSOBA has a range of merchandise and books available for purchase.

MHS Foundation

The Melbourne High School Foundation (www.mhsfoundation.org.au) exists to provide assistance to past, present and current students and staff. As such it is the major fund raising organisation within the school community. Through its trusts and funds, the Foundation provides unique opportunities for donors, including parents, past students, businesses and philanthropists to support the education and wellbeing of past, present and future students and staff.

Our Trusts are:

- **The General Trust** that promotes and manages bequests, endowments and donations to enable MHS to provide high quality camps and excursions, sports programs, equipment and facilities, vocational training opportunities, and activities that enrich the educational experience.
- **The Scholarship Trust** provides funds for scholarships, bursaries and prizes, giving much-needed assistance to students who would struggle to meet the basic costs of education.
- **The Arts and Cultural Trust** raises funds to promote and support the Arts within the School, the City of Stonnington and the wider community. Areas of interest are music, media and theatre studies, studio arts, visual communication design, and Aboriginal and cultural heritage.
- **The Health Promotion Trust** focuses on programs that support the physical and emotional wellbeing of all the School's staff and students.
- **The Future Fund** this fund is unrestricted, enabling MHS Foundation to build financial stability and respond to the school's most pressing needs.

The Foundation also supports fundraising for the MHS Building and Library Funds.

The Foundation's key achievements in 2019 include:

A Centre for Higher Education Studies (CHES)

Eight years ago, the Foundation acquired land adjoining the school at 669 Chapel St. Since purchasing the land, the MHS Foundation has worked alongside the school on a proposal to government for the development of a Centre for Higher Education Studies (CHES) on the site.

The Board and the School's hard work has resulted in the Victorian School Building Authority (VSBA) purchasing the land in December 2019. The MHS Principal will work alongside the VSBA on the development of the project.

Classroom Crowdfunding Campaign

The December 2019, crowdfunding campaign was postponed and rescheduled for 25th March 2020.

Annual Appeal

In 2019, our annual end of tax year appeal raised the following:

2019 Annual Appeals	\$
Future Fund	24,140
Classrooms	26,222
River Centre	13,224
Scholarship Trust	31,100
Arts&Cultural Trust	3,916
MHSOBA – Sch Trust	6,437
Library Fund	559
Health Prom Tr	826
General Trust	97
Health Prom Centre	243
TOTAL	106,764

Supporting students

Through our Scholarship Trust, 79 students from families struggling to meet the basic costs of education were given scholarships, bursaries and prizes. Activities included school fee contributions, cash awards, the provision of laptops, and school uniform and book subsidies. Funds from the Health Promotion Trust allowed the school to run a wellbeing program for students identified as requiring support. The 10-week program addressed exercise, sleep, nutrition, stress, mobility and cardiovascular health.

Visit the MHS Foundation website www.mhsfoundation.org.au to find out more about how you can help our students achieve their full potential.

All enquiries: Melbourne High School Foundation, Forrest Hill, South Yarra, Victoria 3141 or office@mhsfoundation.org.au 03 9823 7196.

Parents and Friends Association (P&F)

The Parents and Friends (P&F) is a voluntary association in Melbourne High School with two primary foci. Our paramount aim is to build community among the school families through activities and events that bring members of the school community closer together to celebrate our school's unique heritage, our boys and develop lasting relationships. In order to provide continued support to our boys and the School, we also organise fundraising initiatives during our various events.

We meet monthly at the school, generally on the first or second Monday night of the month. We have a core group of committed and energetic parents who regularly attend such meetings as well as contribute tirelessly to the success of our events during year.

We kicked-off early this year with our Games Nite which saw numerous new parents mingling with existing parents and staff in our fun trivia competition, coupled with dancing, singing and sharing of delicious foods during the evening.

In March, we were delighted to host an evening with Mr Eddie Woo (recipient of the Australian of the Year Local Hero Award 2018) on "The Wonder of Maths". The evening was very well attended by parents and students from Melbourne High and Mac.Rob. Many came away INSPIRED!!! It remains one of the key highlights of the year for our boys and the school community.

We celebrated the annual Mother's Day event in the form a High Tea in May this year. Mums were spoilt by the delectable cuisines whipped up by non-other than our very own Melbourne High's former student, Cameron Yup, from Attica. Cameron was assisted by his lovely mum, Sim – perfect mother son collaboration! This year we saw record attendance which was a "whole-nother" level and the event lived up to its reputation as one of the must-attend events of the year. Many generous mothers and parents prepared petite and delicious finger food and desserts and transformed the Staff Centre into a beautiful event venue. Our string quartet wowed our mums with a beautiful opener and our boys wrote lovely poems which warmed the hearts of our mothers. Each mom took away a poem printed on pink or lilac paper accompanied by a chocolate heart.

For the first time this year, the P&F was involved in preparing a healthy spread for our Year 12 students during the Prep4Life event held in July. Many parents generously donated fruits, home cooked pastas, soups, drinks and desserts towards the event and many more joyfully jumped-in to help with set-up and sale of the food.

The much-loved International Night Dinner returned in August and opened with a multi-cultural greeting (in Indonesian, Chinese, Indian, Sri-Lankan and Vietnamese) by the organising committee as we welcomed our guests, including our guest of honour, Consul Rima Januar from the Indonesian Consulate. We reprised the successful hawker-style offering of myriad appetising international delicacies. Chef Ben Sisley and his assistant Meryl Batlle donned their chef whites and served up 2 large trays of enticing Spanish paella. Guests were entertained by the rich, colourful and energetic dances, songs and plays of our former Melbourne High boys

as well as current students plus Mac.Rob girls led by our beloved Language Dept Head, Ibu Jatni Rachmat. Fun and laughter flowed incessantly throughout the evening as guests, including Jeremy Ludowyke and Pelissa Tsilimidis participated heartily in the dances.

None of the above is possible without the dedication, hard work and selfless contribution of each of our amazing Executive Committee (Dona Pirozek, Dave Paramanandan, Suniti Rao, Ann Alex, Sonia Kaushik and Dana Alon) as well as other parent members of the P&F. A special THANK YOU to the organisers and organising committees of the events this year – Pina Stefanatos, Judy Robbins, Angeline Yeoh, Xia Yang, Annes Guan, Lynn Walker, Dave Paramanandan, Ann Alex, Sonia Kaushik, Steen Vestergaard, Niel Sharkey.

The P&F at Melbourne High continues to be a group of parents who want to give something back to the community and to the school. Funds raised are channelled towards various initiatives in support of our boys and the School. This year it included the Mutes Cup, Repairs and Furnishing at Millgrove Camp, Year 11 Mentor Program, Games Aware Student Seminar. P&F also looks after the tea and coffee stations during Parent Teacher Interviews as well as Parent Info Nites.

The P&F Crew looks forward to engaging with the new parents of 2020. Come join this team family and together we can make a difference in the life of the School and each individual boy!

Financial Performance: Ms Fran Walshe, Business Manager

The Melbourne High School Community through the MHS Foundation has undertaken the large project of purchasing a parcel of land on Chapel Street, abutting the School property. This purchase was finalised by the MHS Foundation during 2014. This has been financed by the generous contributions of the community to our Building Fund. Planning is now underway between School Council and DET to determine the use of the site into the future.

The Melbourne High School community has once again provided excellent financial support through the Annual Giving Appeal, which is administered by the Melbourne High School Foundation, and Building Fund contributions, enabling the maintenance of our heritage buildings to be kept at the highest standard, along with undertaking new projects. Seven of the classrooms in the twenties building have been refitted using donations to the 'Castle on the Hill' appeal, several more upgrades will be undertaken with a view to having the twenties building classrooms updated for the school's Centenary Celebrations in 2027.

Summary of CASES21 Revenue and Expenditure for Calendar Year
Melbourne High School

Revenue	2019
Govt Provided Funds - DEECD	720947
Govt Provided Funds - Commonwealth	21105
Govt Provided Funds - State	11478
Other	21507
Locally Raised Funds	4878898
Total Revenue	5653935
Expenditure	
Salaries and Allowances	1026661
Bank Charges	19596
Consumables	475638
Books and Publications	29477
Communication Costs	110856
Equipment/Maintenance/Hire	785799
Utilities	495095
Property Services	733406
Travel and Subsistence	0
Motor Vehicle Expenses/Lease	69907
Administration	124999
Health and Personal Development	6988
Professional Development	81168
Trading and Fundraising	49291
Support/Service	670410
Miscellaneous	43120
Camps/Excursions	760451
Entertainment/Hospitality	74773
Internal Transfers	0
Total Expenses	5,557,635
Total Surplus / (Deficit)	96,300
Repayment of Coop Loan	100,000

Appendix: MHS 2030 Statement

1. A Twenty-first Century Curriculum

The goal of the Melbourne High School Statement of Purpose is to nurture in our students the capabilities required to lead successful and socially responsible lives in the twenty-first century. The tertiary education environment and the nature of work is undergoing rapid and unpredictable change and this will continue across the next 12 years. To lead successful and socially responsible lives, our graduates will need to be adaptable and resilient with the agility to adapt to and thrive in changing circumstances.

Tertiary education and professional employers are increasingly seeking graduates who are lifelong learners who can adapt their skills to ever changing circumstances. General capabilities that have application across a range of employment fields will be more valuable than discipline specific knowledge and qualification.

This has already seen a shift from the School's traditional focus upon academic content and disciplines towards the development of general capabilities identified in the *National Declaration on Educational Goals for Young Australians* and the MHS Statement of Purpose.

Initial changes have been made to the Years 9 and 10 curriculum and assessment and reporting practices to introduce 21st-century capabilities however the School will need to explore options to maintain this momentum in Years 11-12. This may include consideration of curriculum models such as the International Baccalaureate.

The development of the Centre for Higher Education Studies represents an expansion of the School's role as a state-wide provider for students of high academic ability. It will also foster partnerships with tertiary institutions and other agencies.

Our curriculum must also be better tailored to the educational and development needs of our academically able students. This may include greater differentiation and flexibility in programs and pathways and more opportunities to apply skills and capabilities in real world situations. The role of the School's co-curricular programs in the development and assessment of 21st-century capabilities must also be considered.

Our graduates report significant disenchantment and disengagement with tertiary studies and the School will explore more flexible pathways and partnerships with tertiary institutions particularly through the Centre for Higher Education Studies.

MHS Statement of Purpose Capabilities

- Study a curriculum that embraces all learning areas and balances breadth and depth of focus
- Are lifelong learners with the agility to adapt to changing circumstances
- Are able to think critically and deeply within and across learning areas

2. Supporting Professional practice

The quality and effectiveness of our teachers in the School's most important resource. Research demonstrates that effective teaching is the school-based factor with the greatest impact upon student achievement and engagement.

The School's research suggests that a student's performance is significantly impacted by the relative effectiveness of their teacher and the match between that student's preferred learning style and the teaching approach of the teacher.

The School has been moving towards a more consistent and explicit approach to teaching based upon contemporary evidence-based research and practice and this must remain a key strategic focus in the coming years.

The emerging focus upon 21st-century capabilities such as collaboration, creativity and innovation will require a new model of teaching and learning. The impact of digital technology and new approaches to online delivery have had a dramatic impact upon teaching and learning in the past decade and the classroom is no longer the essential location for learning. The School should explore innovative modes of curriculum delivery.

More needs to be done to create a cohesive and collaborative professional culture, promote continuous professional learning and development and support teachers to focus upon improvement of their professional practice.

The School must also redesign both its teaching and teaching spaces to reflect new directions in pedagogy and curriculum.

MHS Statement of Purpose Capabilities

- Are able to work independently and collaborate in teams and effectively communicate ideas
- Are enterprising, show initiative and use their creative abilities
- Are creative and innovative in their thinking and application of learning

3. Student Wellbeing

The MHS Statement of purpose commits the School to a well-rounded education that will prepare our students for all aspects of their future life. The capabilities required to lead successful and socially responsible lives extend well beyond the scope of a traditional academic program. The School must also nurture every student's emotional, mental, physical and spiritual wellbeing.

The School's extensive co-curricular program is essential to the School's educational philosophy and purpose and is as essential to the School as its academic program. The co-curricular program will be given a more central and explicit role in the School.

The impact of the pressures and demands upon young people in a less certain world is evident in lower indicators of health and wellbeing both in the wider community and amongst our students.

The School has responded to this both within the curriculum and through provision of support services however this will remain a key priority for the School.

A key focus will be upon developing each student's resilience and self-efficacy both in learning and in life. Rather than develop as independent and autonomous learners, many students rely on teachers and tutors to learn. Equally, we must encourage students to exercise greater agency in making decisions about their education and life. This will include a willingness to give students a more active voice in the School.

The School aspires to prepare students for their adult roles in families, the community and the workforce. There needs to be a more explicit plan for how this is to be fostered.

MHS Statement of Purpose Capabilities

- Able to manage their emotional, mental, spiritual and physical wellbeing
- Have the ability to establish and maintain healthy and satisfying lives
- Relate well to others and form and maintain healthy relationships
- Are well-prepared for life roles in their family, community and the workforce
- Take responsibility for their learning and are motivated to reach their full potential
- Are optimistic, make rational decisions and accept responsibility for their actions

4. Community Engagement and Impact

The School also prides itself in nurturing socially responsible young men. Students are expected to develop a strong sense of personal integrity and a commitment to active citizenship.

Our graduates will live in an increasingly globalized world. One of the strengths of the School is its embrace and celebration of individual, social and cultural diversity. The School will build upon this strength through developing national and international partnerships that foster intercultural understanding and experience. Improving engagement within our own community and with existing local partnerships is also essential.

Both tertiary studies and professional employment will increasingly emphasize the practical application of knowledge and skills. The School will explore opportunities for community partnerships that enable our students to apply their learning in real world situations.

Respect for individual difference and socially responsible citizenship has always been a key tenet of the School but again we need an explicit plan about how this is to be fostered.

MHS Statement of Purpose Capabilities

- Are responsible and active global and local citizens
- Appreciate and respect individual, cultural, social and religious diversity
- Develop personal capabilities such as honesty, resilience, empathy and respect for others
Able to relate to and communicate across diverse cultures
- Demonstrate a commitment to the values of democracy, equity and justice
- Develop a personal ethical understanding and act with integrity
- Are able to exercise civic leadership for the common good

5. Strategic Resource Management

Our students deserve, and our community expects, a quality of educational program, facilities and services commensurate with the best resourced schools in Australia. Standard government school funding arrangements will not achieve this therefore the School will need to establish an entrepreneurial and sustainable approach to financial and resource management.

A key priority over the next decade is to rejuvenate our classrooms to reflect the changes in teaching and learning the School is undertaking. The School will work closely with the MHS Foundation and seek other partnerships and opportunities to realise this and other resourcing priorities.

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